

R E P O R T R E S U M E S

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ELEMENTARY GUIDANCE AND COUNSELING--A PROGRESS REPORT OF THE
ACTIVITIES OF A LABORATORY.

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OLYMPIA SCHOOL DISTRICT, WASH.

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PROGRAMS,

THE TWO PRIMARY OBJECTIVES OF THE OLYMPIA SCHOOL DISTRICT'S ELEMENTARY GUIDANCE PROGRAM WERE TO IMPROVE TEACHER ATTITUDES AND THE CHILD'S SELF-CONCEPT THROUGH THE TEACHER-CHILD RELATIONSHIP. THE PHILOSOPHICAL BASIS OF THE PROGRAM VIEWED GUIDANCE AS A PART OF THE TOTAL DEVELOPMENTAL PROCESS, EMPHASIZING PREVENTIVE COUNSELING INSTEAD OF REMEDIAL COUNSELING. THE DESIRED CHANGES IN CHILDREN WERE TO BE ACHIEVED THROUGH INDIVIDUALIZED INSTRUCTION AND REMOVING BARRIERS WHICH INHIBIT MAXIMUM LEARNING EFFICIENCY. THE ACTIVITIES OF THE COUNSELOR, THE STEERING COMMITTEE, THE STAFF COUNSELOR, AND THE ITINERANT COUNSELOR AND THE EFFECTS OF THE SCHOOL CLIMATE ON THE COUNSELING PROGRAM WERE PRESENTED. WHILE THE ITINERANT COUNSELOR ENJOYS SOME ADVANTAGES, THE STAFF COUNSELOR WAS MORE EFFECTIVE. BOTH WERE INFLUENCED BY THE SCHOOL CLIMATE. THE RESEARCH DESIGN TO EVALUATE THE PROGRAM CONSISTED OF THREE TYPES OF DATA. IT INCLUDED OBJECTIVE DATA MEASURING CHANGE IN TEACHER ATTITUDE AND STUDENT SELF-CONCEPT, ATTITUDINAL DATA REFERRING TO THE TEACHERS' PERCEPTIONS OF COUNSELING AND THE PARENTS' ATTITUDES TOWARD COUNSELING, AND BEHAVIORAL DATA SERVED BY OUTSIDE OBSERVATION OF THE GENERAL IMPACT OF THE PROGRAM. RESULTS SHOWED NO SIGNIFICANT CHANGES IN TEACHER ATTITUDE OR STUDENT SELF-CONCEPTS. SEVERAL RECOMMENDATIONS FOR IMPROVEMENT OF THE PROGRAM WERE MADE. THIS DOCUMENT IS AVAILABLE FOR \$4.00 FROM THE OLYMPIA SCHOOL DIST., 319 EAST 4TH AVE., OLYMPIA, WASH. (CG)

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ELEMENTARY

GUIDANCE

and

COUNSELING



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OLYMPIA SCHOOL DISTRICT

319 East Fourth Ave.

July 1, 1967

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ELEMENTARY GUIDANCE AND COUNSELING:

**A Progress Report
of the
Activities of A Laboratory**

by

RICHARD J. USITALO

Price: \$4.00

**OLYMPIA SCHOOL DISTRICT
319 East 4th Avenue
Olympia, Washington**

July 1, 1967

PREFACE

Evaluation connotes cold, hard data. Yet affective results are equally important, but cannot always be measured. Therefore, this report, though leaning more heavily on the objective side, will recognize feelings, observable behavior and any other concomitant benefits from the Elementary Counseling Program.

Rather than attempt the usual formal preface, the writer believed that it would be far more effective to illustrate the affect of the program by inserting the contents of a personal card received by a counselor from a student at the conclusion of the year. The choice of the message as well as the student's comments reflect some of the progress of the counseling program.

JUST BELIEVE!

You can be what you want to be
And do what you want to do.
There's nothing that's too difficult
Or impossible for you!
The stars are just a step away
And the goals you would achieve
Are at your very fingertips,
If you will just believe!

Jon Gilbert

"To Mr. Chamley,

Thank you for talking to me when I needed to talk, it helped alot. I, I wish I could tell you what it meant to me but I can't. Right now while I'm writing this I am almost crying but I don't know why. I guess because I, oh, I don't know. I just want you to know I appreciate you helping me.

Well, I have to go now so I guess this is good-bye. Thank you for everything.

Sincerely,
Helen"

PREFACE - continued

The writing of this report was no simple matter. Each counselor assisted by preparing a rough draft of a section. To establish continuity and a consistent flow, the writer attempted to put these parts together in the form of a completed report. Therefore, the writer is indebted to: Ken Born, John Chamley, Dale Davis, Ralph McBride, and Don Tobin for their technical reporting. The above-mentioned were most helpful in proof-reading the final draft.

Teachers, parents, and students played an important role by responding to the several instruments that were used in the study. The writer was most impressed by the sincerity of each of the respondents in cooperating in the study.

Last, the writer wishes to acknowledge the patience and counsel rendered by Mrs. Margie Shupp and Mrs. Laurie Muirhead, school district secretaries, for the typing and proof-reading of the manuscript.

Richard Usitalo
Project Director

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CHAPTER 1

INTRODUCTION AND OVERVIEW

In many ways Olympia is a typical, small American town. The economy depends primarily on the presence of the state capitol, which tends to restrict the variety of employment opportunities.

William Winlock Miller, Olympia's only high school, faces the same problems which are typical of high schools throughout the nation. Dropouts, underachievers, and apathetic students are found even though an unusually high percentage of the students attend and complete college. Some years ago, counselors were added to the high school staff to assist with these problems as well as the other facets of counseling. Unfortunately, though they were highly successful, the "new" figures couldn't completely solve the problems at the high school level. This strategy was later analyzed as attacking the problem at a point where finding solutions is extremely difficult and often impossible. A possible solution was to introduce personnel services at the junior high level.

Counselors for both boys and girls were installed in both of the junior high schools. They proved to be very effective, but dropouts, underachievers, and unmotivated youngsters remained as problems. Again, the situation was recognized as attacking the problem too late.

Since remediation had not proven a complete success, preventive or assistance at an earlier level seemed to be desirable and appropriate.

After years of assisting and observing the teachers and schools struggle with this situation, Assistant Superintendent Harold Potts, learned of the National Defense Education Act financed institute in Elementary Guidance and Counseling at Arizona State University in Tempe, Arizona. Thoughtful study assured him that the ideals and goals of the Arizona State University program were compatible with and in the best interests of the Olympia school system. Mr. Potts and the superintendent, Dr. Roland Upton, secured a statement of intent from the Olympia School Board assuring that a serious effort would be made one year hence to implement a guidance and counseling program in the elementary schools. With this in mind, Mr. Potts contacted four Olympia teachers who had demonstrated a high degree of competence and flexibility in the classroom and in dealing with people and encouraged them to apply for training in the Arizona State University Institute. This they did and were ultimately accepted, schooled, graduated, and returned, along with another colleague from Arizona State University. Meanwhile, the Olympia staff had been studying the role of the elementary counselor and how he could be deployed in the school setting.

Much of the preventive theory espoused by the Arizona Institute is based on the creative thinking of Dr. Verne Faust who was Director of the Institute. Dr. Faust is a genius at looking beneath tradition and to the source of the situation regardless of the accepted or assumed solutions. Creating school environments where a minimum of influences which inhibit maximum academic, physical, and social growth can be eliminated was the main thesis underwriting the objectives that Dr. Faust used in designing the 1965-66 National Defense Education Association Elementary Guidance and Counseling Institute at Arizona State University.

While studying in Arizona, the enrollees from Olympia had the advantage of relating technique and theory to a specific situation. Each had knowledge of the school district, which enabled them to synthesize the training with the district and its philosophy. Consequently, many of the broader aspects of the Olympia Elementary Counseling program originated in group discussions in Tempe, Arizona. These discussions later became weekly counselor meetings in Olympia with the Project Director.

At the outset, the need for a broad communications program was apparent. The aims and objectives of the counseling program had to be discussed with building principals, building staffs, and the community.

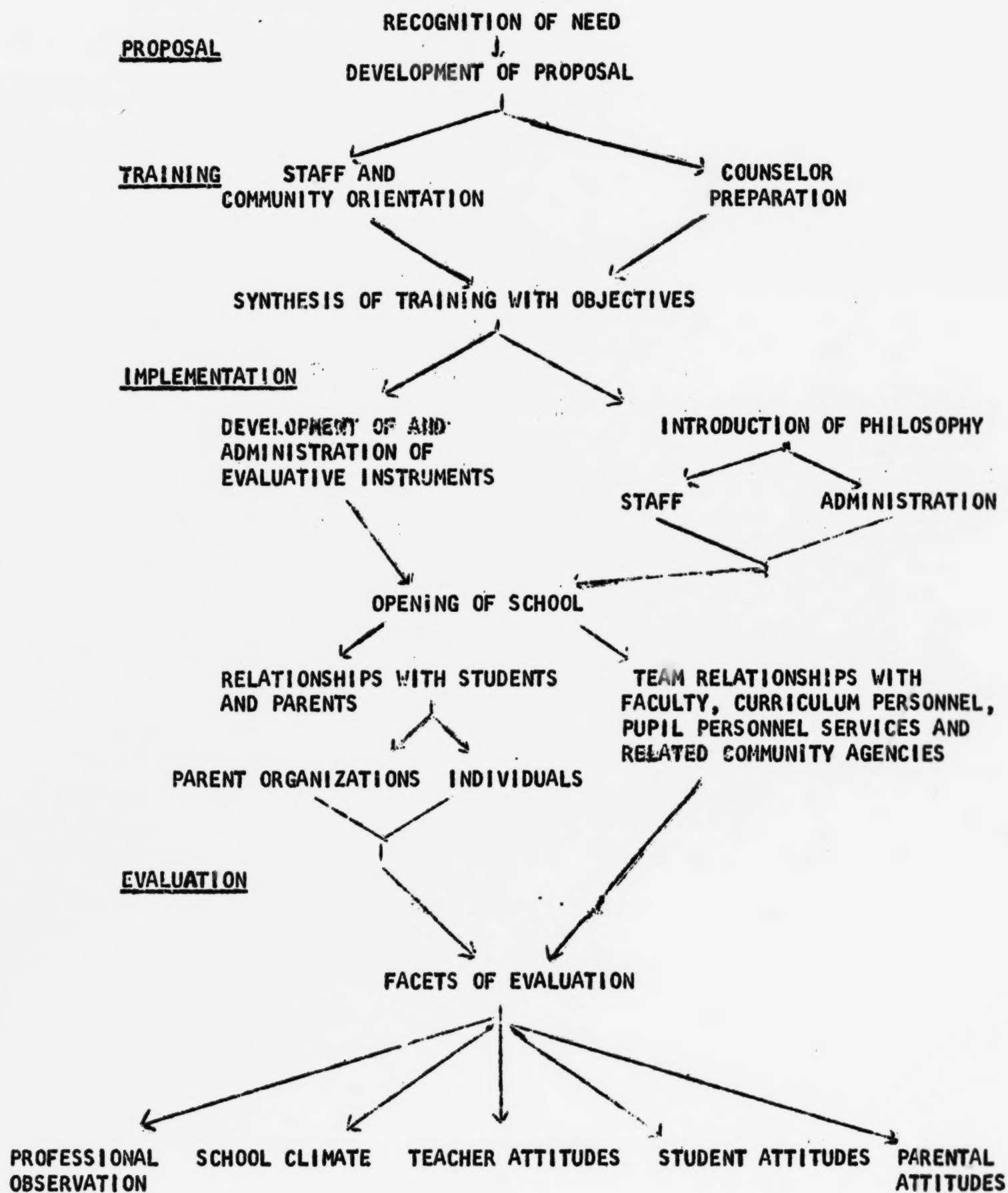
The first year's master plan (See Figure 1) called for an initial dialogue session with the building principals. Principals became more familiar with the skills of the counselor. This session was most helpful in identifying some initial directions for the counseling program.

The pre-school workshop was selected as an appropriate time to introduce the elementary counselor to the professional staff. Two child-oriented educators, Dr. Elizabeth Drews of Michigan State University and Dr. William Drummond of George Peabody College, presented addresses on the topic of "A Climate for Learning". Their presentations were used as focal points for buzz sessions where the counselor served as group facilitator. This portion of the program enabled the teachers to meet a school counselor and to observe him in a group setting.

The initial communication contact with the community was established through the creation of a Steering Committee. While this group was professionally-oriented (allied public service agencies), they did provide an effective information dissemination vehicle as well as provide appropriate guidance for the implementation stage.

Coordinating meetings were held with the school psychologist, speech therapists, nurses, and junior and senior high school counselors in an effort to promote a mutual enhancement of roles. Communication was also established with various community agencies such as Child Study Clinic, Community Mental Health Agency and Project Head Start.

FIGURE 1 -- FIRST YEAR'S MASTER PLAN



The second preliminary task was to develop a set of evaluations which could measure one year's progress in the project. These instruments were designed to obtain responses from pupils, teachers and parents.

Once school had started, the major focus was on developing the necessary relationships with students and teachers which was essential for optimum functioning of the counselors. Informal discussions with teachers and children, classroom observation, active participation in informal and formal activities helped to establish the counselor as part of the school family.

Formal presentations were made by members of the counseling staff to various service clubs and organizations, such as parent teacher associations, educational sororities, etc. Such communication had a pyramidal effect.

Through the secondary counseling department, parent discussion groups were formed to introduce more parents to the counseling philosophy through active participation. These situations provided the counselor with the opportunity to demonstrate the role of a group facilitator.

Parents were also informed of the duties and training background of the counselor through the use of a brochure (See Appendix) distributed at the fall parent-teacher conferences. These brochures were also distributed at meetings where the counseling program was being explained.

Students were counseled individually or in small groups at the request of the student, teacher, parent, principal or counselor. The counselor attempted to provide necessary feedback to the teachers concerned.

Near the end of the year, an emphasis was placed on the completion of the evaluation process which was planned at the beginning of the year. Professional counselor educators in the persons of Dr. Anna Meeks and Dr. Garth J. Blackham were invited to participate. Final evaluation data was collected and assessed. Evaluative meetings were held with small groups of faculty members for the purpose of future planning and target setting.

CHAPTER II

PHILOSOPHICAL BASES FOR ELEMENTARY COUNSELING

The purpose of this part of the report is to illustrate ways in which current philosophies in elementary guidance and counseling are compatible with the program in Olympia. The two primary objectives of Olympia's program are: 1) to improve teacher attitudes, and 2) to improve the child's self-concept. The important and dominant variable that was considered within these two objectives was the teacher-child relationship itself.

Careful consideration has been given to these primary characteristics in the Olympia Elementary Counseling program: 1) preventative counseling on the elementary level. (Early identification and prevention of learning problems); 2) guidance as a part of the total developmental process for every child. Specifically, emphasis was placed on these goals:

1. Improving the classroom environment for learning;
2. Adapting the curriculum to the individual needs of children;
3. Focusing on the teacher-pupil relationship and on the dynamics operating within the classroom;
4. Focusing on individual learning styles and viewing curriculum as a vehicle for dynamic developmental growth in the cognitive, affective and psychomotor domains; and,
5. Helping to develop a curriculum that will facilitate a healthy self-concept in all children.

Much of the philosophy of the Elementary Counseling program introduced at Arizona State University can be attributed to Dr. Verne Faust, Institute Director, 1965-66. The focal point of the Elementary Counseling program at A.S.U. was concerned with working to meet the continuing developmental needs of all children. In this sense, the emphasis was upon the developmental process and not upon remediation. The hierarchy of role and function of the elementary counselor as defined by Dr. Faust was encompassed within two levels:

The First Level:

- Works with groups of teachers.
- Works with individual teachers.
- Works with groups of children.
- Works with individual children.

The Second Level

- Works with curriculum development.
- Works with administrators.
- Works with school personnel specialists.
- Works with parents.

The elementary counseling program in Olympia does focus on all nine areas with varying degrees of emphasis depending upon school environment and readiness. The philosophy of the program carries a developmental rather than a remedial orientation. Two forces, the school and the home, have a direct influence on the attitude of the learner. Since individual performance is often effected by teacher-student and student-student relations, the initial thrust of the counselor has been focused on improving the environment for learning within the school since the teacher establishes the conditions for learning. Individual classroom performance is often affected by teacher-student and peer group relations.

The Arizona State University Elementary Counseling and Guidance Philosophy

The major premises developed in the philosophy of the Institute at Arizona State University were:

1. Developmental experiences can be improved for children, thus enhancing their chances of leading effective lives.
2. Because of the significance of adults in the lives of children, changes in developmental experiences will inevitably involve introducing new and different adults into the lives of children or changing the behavior of the adults already in the child's life.
3. This program proposed the introduction of a counselor in the elementary school whose purpose is to effect changes in children.
4. The strategy for counselor function is based upon assumptions concerning:
 - a. the nature of positive human experience,
 - b. the process by which man learns and develops from birth to maturity.
5. The counselor role includes three major functions:
 - 1) consultation, 2) counseling, 3) coordination.

The program of the Elementary Counseling and Guidance Institute was based on the philosophy that if a new world is constructed for children, (an elementary school, in which children feel free to learn), the organism will function at higher levels of efficiency. Positive, efficient identification will occur with appropriate societal members (parents, teachers, principals and all adults involved within the school environment) along with self-searching, curious, creative exploration of the world of work and politics, so that decision-making is undertaken effortlessly. Whole guidance and counseling systems or organizations built to assist students in choice or decision-making will be particularly unnecessary.

Arizona State University emphasizes the role of counseling as a developmental activity. There seems to be a considerable agreement that life could and should be made better for elementary school children, thereby, warding off some of the problems of later life. Everything from mental illness to unemployment to college attrition is partially traceable to faulty child-rearing practices in the home and to ineffectual learning climates in the school. Excepting the assumption that many of our social ills can be traced to deficient experiences during the developmental years, attention is directed to a question different from and probably more biased than many raised before: "What can we do about it?" "How can children's developmental experiences be changed so as to provide the groundwork for more effective attitudes and behavior in adulthood?"

A primary focus of counseling is to develop an understanding of man's potentialities, to develop an understanding of how man learns and develops from birth to maturity, and to develop an understanding of how to effect change during the developmental stages which will enhance growth.

The objectives of the program offered at Arizona State University differed from current secondary programs in several ways. First, the elementary counseling program was more central to what is traditionally called the curriculum core of the school, where the essence of learning occurs. Second, in contrast, the secondary counseling program is more peripheral, more an adjunct to the central stream of the educative process.

It focuses on career and further education planning through the use of tests and other data sources. Third, the elementary counselor model presented is less child-treatment oriented, and is almost exclusively preventive in nature. Intervention and treatment procedures associated with crisis-oriented programs are but a minor working part of this model. Certain kinds of crises situations, however, lent themselves to the development of an in-service program as illustrated in Figure 2. (Figure 2 illustrates the possible spillover benefits of a case conference.) Fourth, work with parents and community agencies, while a part of the training program, was by comparison, of much less significance than the central focus on curriculum and the personnel responsible for developing, managing and carrying out the curriculum in action.

An appropriate conclusion for this section of this report would be the inclusion of the joint statement by the Association for Counselor Education and Supervision and the American School Counselor Association Committee on the role and function of the elementary counselor. A number of the various themes discussed in this paper are emphasized in the joint statement.

The ACES-ASCA Committee's Joint Statement on the Role and Function of the Elementary School Counselor

"We believe that guidance for all children is an essential component of the total educational experience in the elementary school. We recognize the teacher's many responsibilities in the guidance process, but we recognize also the significant complimentary role of personnel in addition to the teacher. We believe such additional personnel are essential if the elementary school is to provide the maximum opportunity for learning, enabling each child to learn effectively in terms of his own particular abilities in his own developmental process.

INPUTS & OUTPUTS FOR TEAM MEMBERS

GOAL: NEW UNDERSTANDINGS FOR PARTICIPANTS

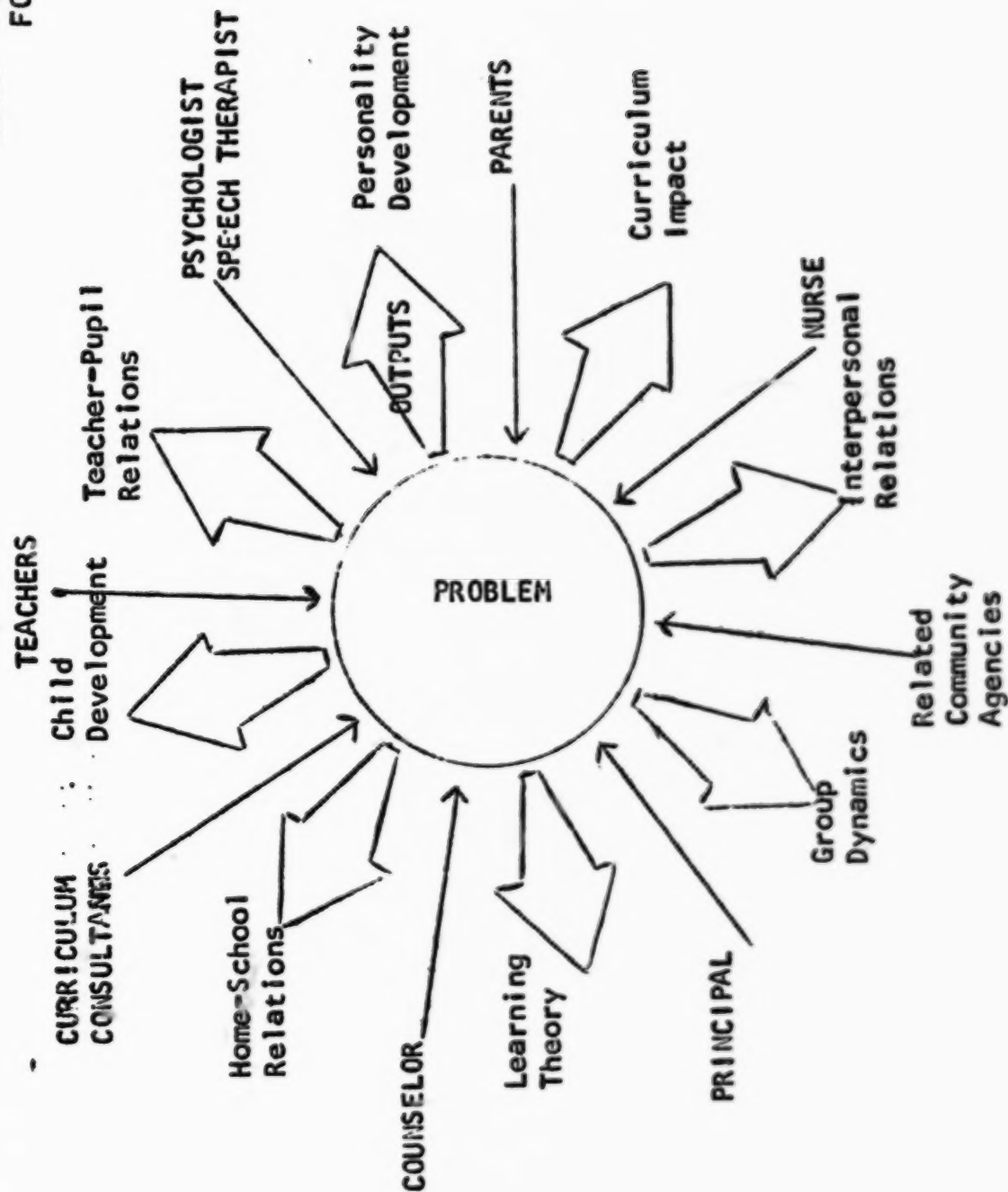


FIGURE 2
CASE STAFFING MODEL

"PROBLEM-CENTERED NOT CHILD-CENTERED"

We envision a "counselor" as a member of the staff of each elementary school. The "counselor" will have three major responsibilities: counseling, consultation and coordination. He will counsel and consult with individual pupils and groups of pupils, with individual teachers and groups of teachers, and with individual parents and groups of parents. He will coordinate the resources of the school and the community in meeting the needs of the individual pupil. The "counselor" will work as a member of the local school staff and as a member of the team providing pupil personnel services. We believe that guidance for all children is an essential component of the total educational experience in the elementary school.

By guidance, we mean a continuing process concerned with determining and providing for the developmental needs of all pupils. This process is carried out through a systematically planned program of guidance functions. These guidance functions are a vital part of the elementary schools organized effort to provide meaningful educational experiences appropriate to each child's need and level with development. By "counselor" we mean a professional person, educationally oriented, highly knowledgeable in the area of child growth and development, with a broadly based multi-disciplinary background in the behavioral sciences in a high degree of confidence in human relations.

By educationally oriented we mean having a knowledge of the elementary school program including curriculum, the learning process in school organization. We recognize the value of teaching experience in the elementary school, but feel that the knowledge of the school program in the processes can also be gained through a planned program of experiences in the school as a part of the counseling preparation.

The "counselor" will have three major responsibilities: counseling, consultation and coordination. The "counselor" will perform a counseling function with pupils as well as with parents and teachers. The "counselor" will perform a consultative function with parents and with other school and community personnel. One significant area of consultation in the school will be as a participant in the development of curriculum in making decisions about the use of curriculum. The counselor's point of emphasis will be to include experiences which will be meaningful to the child and will help him develop a realistic self-concept. The more closely an individual can be identified with a particular school the more effective he can become in this phase of the consultant's role.

The counselor will perform a coordinating function in integrating the resources of the school and the community-- ideas, things, people--to meet the developmental needs of the individual child and teacher, and constantly reinforcing the importance of the teacher-child relationship. Many persons through many different programs are working in separate ways to effect the child's concept of himself. The counselor in the school integrates the many individual efforts to a meaningful pattern. As elementary schools change their organization and teaching procedures, this integrated support for the individual pupil will become increasingly important.

The "counselor" must also see himself in the school as an integral part of a total community effort. There will be a need for clearly perceived relationship and definition of functions in working with community personnel. Strength of community resources should be recognized and the efforts of the community should be closely related to those of the school. We see the counselor with other personnel in the school and community as colleagues willing to explore together new ways of achieving mutual goals with children."

Other Elementary Counseling Training Programs

Oregon State, University of Pittsburgh and University of Miami

The preventive early intervention or early identification of learning problems in the schools is a current theme of elementary school counseling. The elementary counseling philosophies of Oregon State University, the University of Pittsburgh, and the University of Miami are extensions of the counseling philosophy that Dr. Faust initially developed at Arizona State University in 1965. Their statements of philosophy would be a reiteration of Dr. Faust's basic premises on what an Elementary Counseling Program should entail.

University of Illinois

Although Dr. Merle Ohlsen, Director of the University of Illinois Elementary Guidance and Counseling Institute, does not express a specific philosophy on elementary counseling, his perceptions of the teacher's contributions infer that he also sees a primary value in the relationship between the teacher and the child in the classroom. He recognizes the importance of teaching subject matter, but he also knows that having children memorize facts and practice basic skills is not sufficient. He tries to excite children about learning by exhibiting interest in intellectual activities, by creating challenging questions, by having them inquire about unknown facts, by helping them learn to challenge others and evaluate other ideas as well as their own, and by helping them locate and use information in making decisions. Besides increasing their desire to learn, he tries to improve their ability to educate themselves. He also tries to understand his pupils; to help them understand and accept themselves, and what they have a right to expect from themselves; to help them understand, accept, and work with important others such as classmates, parents, and teachers; and to help them discover and develop special interests, abilities, and aptitudes. He is interested in his pupils as individuals. He is able to convey to them that he is interested in them. He is aware that what children learn is a function of their needs, community and family background, previous educational experiences, and the atmosphere within the classroom

as well as their learning potential. He recognizes that he must be concerned about the affective and cognitive aspects of learning.

The elementary school counselor should be expected to help teachers to further the social, emotional, and intellectual development of their pupils, to better understand their pupils, to discover and attempt to remove blocks to learning, to make effective use of such school specialists as the psychologist, social worker, remedial teacher, and speech therapist, and to refer certain pupils and parents to community agencies for further diagnosis and treatment.

In fulfilling these functions, the elementary counselor consults with teachers, counsels children, and counsels parents concerning their children's school adjustment problems. Since he is primarily concerned with normal children and the prevention of serious school adjustment problems, he does short-term counseling, tries to help teachers discover problems early, and tries to help them improve on the learning atmosphere within the classroom.

The counselor must have a clear picture of the elementary school environment and how it effects the relationship between the child and the teacher in the learning process. Dr. Ohlsen sees the role of the counselor as shifting from one who attacks grave emotional disorders to one who is concerned with every child in the elementary school. His function is to work in a preventive manner in an effort to dissipate the crippling effects to children in the learning environ of the school.

Hence, the goals of the teacher and the counselor are the same-- to facilitate the maximum cognitive and affective development of each and every child within the school environment.

Portland State

The Portland State elementary counseling philosophy deals with the theory of direct confrontation. A better explanation of the philosophy goes along the lines of restructuring the learning situation. In other words, its purpose is, to the child who is experiencing a learning problem, to develop a new coping style to solve his learning problems. The Institute at Portland State attacks certain systems that exist within the child's life. The family as a system, the school as a system, peer relationships as a system are a few examples.

The philosophy behind the system's approach of developing a new coping style is best illustrated in the following situation. If a child is experiencing difficulties within the school environment, which is considered one of the child's systems, the counselor or people having a direct affect on the child will attack this one unique system. Emphasis is on relationships within the school environment--the teacher-pupil relationship, and the coping style that the child displays in the classroom. The strategy involves attacking this one system and restructuring the system that the child seems to be experiencing difficulty with.

University of Rochester

The central aim of elementary school guidance at the Institute at the University of Rochester is to enhance and improve the learning environment of the school to the end that each pupil has an opportunity to realize his potential and grow to the best of his ability. In working toward this goal, the elementary school guidance specialist or guidance counselor, relates to various members of the school staff, pupils and parents, providing assistance which will utilize, in the interest of the child, the resources available in the home, school and community. The objectives of the Institute at the University of Rochester are to prepare guidance personnel who: 1) have knowledge and understanding of the teacher-child learning process and the relationship involved; 2) can interpret the school and classroom environment, and understand the relationships within the classroom; 3) understand learning variance among children; 4) can identify and create selected learning episodes which will provide effective, individualized instruction; 5) can assist in the understanding of those dimensions of children's experiences not readily observable in the classroom; 6) can provide knowledge of new educational media and community resources; 7) can assist in the utilization of these resources for the benefit of the child with emphasis on the importance of process in the curriculum; and, 8) know how to use their understanding of self, others, and environmental situations that create a positive, effective relationship with others.

Summary

The general goal of the Olympia Elementary Guidance and Counseling program is to develop the role of a behavioral-science oriented professional whose purpose is to effect desired changes in children through individualizing instruction, and removing barriers which inhibit maximum learning efficiency. These goals are compatible with those of other elementary counseling programs and other counseling training institutions.

CHAPTER III

IMPLEMENTATION -- A YEAR IN RETROSPECT

No formula is available to implement a new program into a district. Much of the strategy employed has to be formulated after assessing the environment of the organization. In the case of the elementary counseling program, this entailed a careful analysis of the community, the school district, the building, the principal, the helping professionals, the allied agencies, the teacher, the student, and the parent.

Admittedly, the program had its shortcomings. Many problems, however, were prevented through the use of a broad communication system as well as weekly strategy sessions.

This chapter will appear to be unusual because of its fragmentary approach. Hopefully, the reader will overlook this lack of continuity and find some ideas that otherwise might not appear.

Some of the aspects worthy of inclusion in a report such as this are: the activities of the counselors; the structure and purpose of the Steering Committee; the activities of the staff counselor(single building assignment); the activities of the itinerant counselor (multiple-building assignment); and, the effect of the school climate on the style of the counselor.

Activities of the Counselors

Counseling in the elementary school was introduced in Olympia on a full-exposure basis. Many innovations or changes in program are introduced on a small-scale (pilot) so that problems

can be resolved before the innovation is fully-implemented.

Because of this, the operational plan called for weekly meetings to discuss long and short-range goals, handle feedback and, in some cases, conduct simulated staffing sessions. In this manner, the counselor, depending on this own school building climate, was able to "test out" some of his ideas before he became engaged at the firing line.

Rather than attempt to describe the activities of the group, a list of meetings has been included in the Appendix. Though the nature of the meeting is not cited, the participants at the meeting may give the reader adequate perspective as to its purpose,

Initially, the group was concerned about developing a research design and collecting necessary data. At the same time, the group was discussing methods of developing working relationships in the school buildings as well as with allied professionals.

Following this initial thrust, the group saw the need for defining the counselor role to the general public. A brochure (See Appendix) was prepared for use as a "hand out" at the fall parent-teacher conferences.

The group discussed the possibility of adding dimensions to the counseling program. For example, the value of sensitivity training for administrators was discussed at length. A proposal was developed for such a project. The Elementary Counseling Project Director met with each of the individual building principals to discuss the merits of training in interpersonal relationships.

Though this particular project remains on the "drawing board", recognition of the importance of human relations training has been helpful.

At the same time, the group helped to develop a proposal for summer study in the area of human growth and development. Cumulative folders were found to be deficient in terms of meaningful test data and behavioral anecdotes. A proposal was prepared and subsequently approved to study "Systematic and Sequential Evaluation for Individualizing Instruction". This project was included as an addendum to the application for a Continuation Grant on the Title III project.

Near the end of the year, the group became involved in the evaluation aspect of the project. Though Drs. Meeks and Blackham were retained as professional evaluators, the spillover benefit of their visits had a significant impact on the group in terms of defining short and long-range goals.

It was only natural that counselors should become involved in the preparation of a proposal for Project Follow Through. The proposed program calls for the early identification of learning deficits. Curricular experiences are to be developed to remove these deficiencies in order that the child can become fully-functioning.

Counselors as individuals developed their own plan of attack. In August and September the counselor became familiar to his building, his principal, and his students. Two assumptions made this necessary: (1) A counselor must initially "fit into" an existing organization and be seen as a particular kind of person.

At this time he has the task of selling himself as a "person" not as a "counselor". This "person" must be seen as non-threatening, receptive, uncritical and helpful. (2) The needs of each building will vary according to its personnel and the socio-economic area it serves. In order that a counselor be able to function effectively some assessment of these needs must be made.

During October and November, the counselor seemed to devote the major part of this time initiating "proof" of a service to be offered, i.e. that a counselor has a function to be performed. The approaches used by individuals varied considerably. Some chose to communicate to a faculty on a group basis such as a faculty meeting. Others operated more on a one-to-one basis. What seemed to be illustrated was that: (1) A counselor was not an evaluator, and his function was not one of "prying" into classroom and family operations. (2) Children would willingly leave a classroom to be with a person called a "counselor", i.e. no stigma attached to people seen in the counselor's office. (3) The counselor can offer information about behavior patterns, learning styles, motivations, defensive mechanisms, and coping styles.

During December, January and February, the counselor seemed to place emphasis on describing experiences to community and professional organizations. It seemed also to be a time when there were a myriad of opportunities to try new things. Parent groups were formed; children were being seen individually and in groups, even groups as large as classrooms; case conferences were conducted; teacher-parent-counselor conferences were held; informal teacher

groups discussed some of the basic philosophical issues facing today's educators.

During March and April, the counselor began to analyze his own impact for the purpose of defining future targets. Two approaches were emphasized: (1) A kind of introspection or evaluation by personnel within the district. For example, meetings were scheduled where the counselor, principal, and project director could go through a predetermined agenda aimed at assessing counselor functions in that building. (2) Extrospective evaluation by outside professional educators who were invited to participate.

In May, the counselor attempted to establish directions, priorities and goals for the counseling program for the succeeding year. Meetings were scheduled where the counselor could converse with small groups of teachers. The purpose was to have the teachers describe what they saw as unmet needs for this year and offer suggestions for more effective use of the counselor for the next year. Counselors were also involved in such things as grouping and assessing strengths and deficiencies in youngsters who would require careful programming for the following year.

The Steering Committee

Prior to the formal operation of the counseling program in Olympia, a steering committee was organized with the intent of assisting in communication with allied agencies in the schools and community, clarifying and developing the elementary school

counselor role, and assisting and advising in the overall development of the counseling program in Olympia.

The members of the Steering Committee were selected by virtue of their competence, ability, and background in working with the schools and community. The range of personnel covers the continuum of positions related to guidance and counseling from psychiatry and medicine to social work, administration, psychology, education and communication.

The following positions, representing the members respective cultural, educational and professional agencies and organizations, participated in planning on an individual and group basis in the development of the counseling program:

- A Psychiatrist (Director of Thurston County Mental Health Clinic)
- A Pediatrician (Consultant, Thurston County Child Study Clinic)
- A Psychologist (Consultant, Thurston County Child Study Clinic and Director of Special Services, Olympia School District)
- A Social Worker (Director of Social Services, Thurston County Health Department)
- A Journalist-Educator (Columnist, Daily Olympian and Head, Department of English, St. Martin's College)
- A College Educator (Director of Teacher Education, St. Martin's College)
- An Educator (Superintendent of Schools, Olympia School District)
- An Educator (Assistant Superintendent of Schools, Olympia School District)

During the initial stages of development, the committee provided valuable assistance in developing the research design, and selection of the instruments for evaluation, and a strategy for operation.

Meetings were planned periodically with the Steering Committee and counselors to discuss and review short and long-range goals and to discuss progress.

In addition to the regular meetings, the Steering Committee met with Dr. Francis Hanson, Counselor Educator from Oregon State, Dr. Garth Blackham, Professor of Educational Psychology and Guidance at Arizona State University (one of the visiting evaluators of the counseling program at Olympia), and Dr. Anna Meeks, Professor of Counseling and Guidance at Oregon State, (also a visiting evaluator).

In the process of implementing and clarifying the counselor role to the community, the steering committee's assistance has enabled the Olympia program to grow and flourish. Their valuable counsel has been most beneficial to the success of the project.

The Staff Counselor

Any attempt to describe a counselor functioning in one school or in several schools for that matter, needs a few preliminary statements to establish a frame of reference. Counseling, like teaching, is an individual skill. Statements made about the "modus operandi" of one counselor cannot be generalized to another.

Hence, describing an individual's style could not and should not be interpreted to mean that another counselor would operate the same way. A description of one counselor's approach in one building would not describe his approach in another building. Needs can be identified according to personnel in a building and the socio-economic variables of the community in which they serve. Counselor efficiency is measured by his accuracy in assessing those needs, establishing a priority, and adapting himself to them. For purposes of this evaluation an attempt will be made to select criteria where a contrast can be shown between conditions which tend to confront what might be called a "staff" counselor and an "itinerant" counselor. The distinction here being that a "staff" counselor is responsible to only one building while an "itinerant" is responsible to more than one.

The criteria selected will be described in the following order: (1) Acceptance by a building of the counselor as a person and as a position. (2) Ramifications in adapting a position to a staff and/or a person into an informal power structure. (3) Operating out of a frame of reference.

Acceptance

The counselor being introduced into a building where heretofore the position was nonexistent is confronted with several predictable reactions. Since he is unknown as a person and the function is unknown at this level he can only be appraised through his position.

The position is described in a manner that is consistent with whatever experience an individual might have had with another person who occupied the same title. Hence, he may be seen as a disciplinarian, a tester, an analyst, a "headshrinker", a trouble shooter, a combination of these, or any one of several other interpretations.

The counselor is a potential threat since he is an intruder into an organization where, for years, member's roles have been clearly defined and accepted. The teacher, for example, knows her role and the role of the principal, the secretary, the nurse, and any others who have been in existence for some time. Her question, then, is apt to be whether or not the counselor has a unique role or if he will "borrow" functions from existing roles. How much will she have to "give up" in other words?

The initial view a counselor might have working in a particular building will be one that is purely descriptive. For purposes of illustration, let us describe a school setting. The building was about a 40 year old, two story structure which housed approximately 520 students from kindergarten through sixth grade. Of these about 20 to 25 percent were from a lower socio-economic strata. About 50 percent of the enrollment would probably fit into the upper-middle-class bracket. The trend over the past few years seems to be moving these two figures closer together. The teaching staff is made up of 4 men and 15 women, the men having assignments of fourth grade and above. Teaching experience would distribute

them as follows: five teachers with fifteen or more years of experience; seven teachers with from five to fifteen years experience; seven teachers with from five to fifteen years experience; five teachers with from one to five years; and, two without any experience before this year. Eight of them were new to this building this year.

The principal has been in this building for five years but has had other assignments in the district. His frame of reference seemed to be along these lines: more permissive than authoritarian; promotes independence rather than dependence; supportive rather than critical; and, encourages interaction rather than isolation.

The task of being accepted in this school seemed to be one of first identifying the perceptions various people had about the position of counselor, then clarifying, expanding, or changing those perceptions. While it takes only a few words to describe this task, the operations are most complex. Verbally, you are almost limited to defining your role by saying what you are not. Actual changes are effected more by deed than by word. What seems to happen when perceptions of a position are shaken is that it enhances the possibility of the counselor being accepted as a person. In effect, a teacher must say, "If you are not what I thought you were, then what and who are you?"

An approach for functioning in this environment might be deciding what kind of person the counselor wanted to exemplify, deciding what behaviors would best bring about these perceptions, and then proceeding cautiously.

These considerations would appear to be appropriate:

1. Contacting teachers on a one-to-one basis initially at a time free from distractions.
2. Conferring regularly with the principal for consideration of goals and precedures...keeping him posted at all times.
3. Observing classrooms only upon invitation and for specific well-defined purposes.
4. Providing feedback to teachers on every observation.
5. Being available for contact...before and after school, during recesses, and at lunch time.
6. Avoiding unnecessary talk about a third person in the presence of another teacher.
7. Being constantly aware of teacher time...with regard to taking children out of the classroom.

Being accepted by children requires specific consideration also. Their appraisal is apt to be even more varied than those of staff members. They tend to view the counselor along the lines of their previous experience with adults. (The counselor image is quite consistent with the child's perspective of the adults in his world.)

The task is, again, one of helping to make some discriminations but instead of "position" it is one of "people". This must be done exclusively through behavior. For instance, adults are typically seen as aggressive and critical by children. So initially the counselor behaves in ways which deny both of these perceptions. When going into a classroom for the first time he first observes the physical aspects of the room devoting little attention to students.

When attention is turned to the class, the entire class is observed rather than any particular individual. A second observation in the same classroom might include a trip between the rows of desks but initiating no conversation except for possible supportive statements. A third observation might include some interaction with some of the more outgoing children and offering them some assistance. By this time some non-threatened children can be taken out of the classroom for short periods of time for casual conversation.

The foregoing is meant to be illustrative rather than definitive since variables exist in each classroom and each grade level. Ultimately, you hope to hear someone say, "When is it my turn to go with you?"

Being accepted does not seem to be related to ages or experience of teachers, nor to the age or grade of children. It does seem to be relative to the overall "atmosphere" of the building, and the predominate philosophy of the people therein. The principal is the facilitator of this atmosphere by virtue of his leadership qualities. The counselor is accepted by those who see him as uncritical, non-evaluative, and nonjudgmental whether they be parent, teacher or student.

The counselor's ability to adapt himself to the "informal" power structure in the building is another important introductory factor. If the staff is fragmented greatly, for the counselor to become identified with a particular segment is to deter his acceptance by other segments.

A "unified" staff presents another kind of deterrent. The power structure is clearly defined to its members and pretty well accepted. A member who has perhaps the least impact on the staff can accept something new without too great a risk. A member who is closer to the center of the power is risking much more to become identified with something that is potentially unpopular.

Ramifications

Counselor efficiency is contingent on many philosophical variables, obviously, but his approach to a few of them are most crucial. Here are but a few of the initial confrontations of the counselor: (1) What should be his attitude towards discipline? (2) Is he more closely aligned with students? With teachers? With administration? (3) How do you resolve professionalism and socialization?

These considerations are not limited to a particular counselor in a particular setting but do become crucial when applied to the counselor working in one school. To elaborate...simply by virtue of omnipresence the counselor must be given staff membership. With membership goes the possibility of staff responsibilities such as playground and lunchroom supervision, committee responsibilities, and rule-enforcing responsibilities. Success does not offer a choice of aloofness or involvement such as might be available to an itinerant counselor.

Further, if a counselor sees his function as service to administrator, teacher, and student, staff membership compounds

the task of providing those services. To help students the counselor must be seen as being different from both teacher and principal. To help teachers the counselor must be in contrast with the administrator, and to help principals he must be more than a teacher.

Frame of Reference

Flexibility and adaptability would probably characterize the counselor who experiences the most success. Those who possess a well-formulated and consistent frame of reference and who feel comfortable with it are most likely to exhibit those qualities. While these are by no means characteristics which delineate counselors from teachers or other people in helping professions, they do need to be emphasized. A counselor working in one school interprets his frame of reference through the needs he has defined for that school. The real challenge to flexibility and adaptability is in the situation where he must interpret the same frame of reference through two or three sets of needs, i.e. the needs of several buildings.

The Itinerant Counselor

The itinerant elementary school counselor, by the nature of his assignment, establishes a different relationship than the counselor who functions in one school. For each additional school in which the counselor must function, the task of developing and maintaining a counseling program becomes more difficult.

For this section, the writer will describe the manner in which a counselor functions as an itinerant in three buildings and the disadvantages and advantages of the itinerant role as compared to a staff assignment.

Working with three separate and distinct principals and faculties makes it difficult to establish relationships when the period of time in each building is only on or two days a week. The counselor is sometimes viewed as an outsider, rather than a staff member.

Learning three different philosophies of education of the principals, and their respective staffs, their coping styles, and the idiosyncrasies (needs) of each building, becomes more difficult when there is inadequate time to develop a personal relationship with each principal and teacher.

Behavioral incidences or situations with principals, teachers, parents and children, which occur on days when the counselor is not in the school, result in the acquisition of secondhand or "cold" information. For example, classroom incidents or parental phone calls to school, which require immediate attention, are ineffectively handled when delayed action must take place. Not being able to give immediate attention, involves added phone calls or increased "leg-work" across town. Similarly, developing a relationship with psychologists, speech therapists, nurses, etc. is much more cumbersome when contacts are made on a happen-stance basis. This impedes progress in developing the counseling program. Following through on these situations often involves added paper-work and

record keeping in order that details are not forgotten or "lost in the shuffle". The counselor is more efficient in compiling information on children for case studies.

The physical layout of each plant is important. Often times there is inadequate office space for pupil-personnel services. Where only one office is available, the itinerant counselor finds that scheduling a space in which to function becomes more involved and hap-hazard when the counselor is "spread thin". He not only loses time in actual travel between buildings but, more important, has to devote extra time in establishing relationships, communicating with others, and defining his role to students, parents and faculty.

The advantages of an itinerant counselor are nominal. However, the experience of working in a variety of schools, each with a different climate or learning environment, and working with children from different cultural and socio-economic backgrounds is beneficial in developing the counselor's own experiential background.

One other beneficial aspect which cannot be overlooked in human relations is survival. The itinerant counselor can often "escape" when personally necessary for his own mental health.

In comparison with the itinerant, the counselor who is received as a staff member in one building generally learns the climate of the building quicker, acquires information when it occurs, follows up the information more readily because he is available when needed.

The School Climate and Its Effect on the Counselor

The counselor in an "open school" is working in an environment that is not realistic or stagnated but is "alive". Teachers in this school have the freedom to break away from the curriculum guide and experiment with different techniques of instruction. A feeling of "freedom to teach" is radiated by the principal to his staff members. They are seen and treated as equals to the administrator. There is obvious evidence of staff planning as well as pupil-teacher planning. In this type of school the teachers tend to capitalize on the interests of their pupils. There is a decided movement toward more individualized instruction.

In this type of school a feeling of trust is radiated to the pupils by the staff. It might be inferred that this is brought about by the administrator providing the same climate for his teachers. The "open school" is not only forward moving but is also congenial. There are various staff social activities outside of the school setting that include custodians, cooks and other non-classified personnel.

In this type of school one will observe frequent discussion of educational ideas by the staff while in the teacher's lounge. Professional spirit and educational introspectiveness are held in esteem by staff members. There are no cliques among this staff. The teacher's meetings are operated in a democratic fashion. The staff in general has a feeling that "teaching can be fun and exciting." Consequently, there is a carry-over of a "learning can

be fun' attitude to the pupils.

The overall atmosphere of the open school is such that most students are enthusiastic about coming to school. There is little school phobia, fear of failure, and fear of threat from teachers.

There is little threat to teachers concerning the evaluation of their instruction. The evaluations are handled in a growth-producing manner. The administrator tends to give teachers proper guidance and support when needed. As an outgrowth of this lack of threat, the staff tends to be cohesive rather than competitive. The staff, in general, tends to be concerned with each child's process of education rather than just what he produces.

Since the success of any counseling program is determined largely by the relationships established with staff members, working in an "open school" lends itself to freedom of operation by the counselor. The facilitation of the counseling program becomes easier when the counselor enjoys a close relationship with his staff. Cooperative planning with the principal, teachers, pupils and parents becomes easier and success experiences run higher in an atmosphere of mutual trust and support. "Risk taking" by the counselor becomes less crucial. A preventive counseling program is more easily facilitated since the orientation of the teachers is already preventive in nature.

The dynamics of this school setting provide opportunities for the counseling role that are wide and varied. Job activities, in order of time spent, are listed as follows:

1. Counseling with individual children.
2. Counseling with groups of children.
3. Consulting with teachers concerning curriculum planning resources (as a follow-up of both 1 and 2 above).
4. Conducting class activities with small groups of children during project work.
5. Observing the dynamics of a classroom as well as observing individual behavior.
6. Observing and consulting on teaching techniques and areas of strength and weaknesses when requested by the teacher.
7. Leading classroom discussions concerning feelings, attitudes and human behavior.
8. Conducting conferences with parents, principal, psychologist, counselor and teacher in attendance.
9. Discussing educational problems informally with groups of teachers.
10. Conducting home and diagnostic interviews as well as counseling parents.
11. Counseling teachers with personal problems.
12. Interpreting the counseling program to lay audiences.

The counselor operating in a "closed school" is working in a system in which the curriculum guide is adhered to very closely. If there is no guide, the values of the administration shape the classroom curricular decisions. There is little experimentation of breaking away from the norm, e.g. one must in effect, color inside of the lines. Children generally sit in straight rows. Little group work is in evidence. Lessons are usually performed page by page.

The "closed" or inflexible school tends to see the visiting specialist as either a threat or an interference to the existing program. Rigid scheduling, highly structured staff meetings and frequently closed classroom doors impede the self-actualization process in students and teachers.

Strict discipline in this type of school seems to be the order of the day. Reprimand rather than discussion is the usual way of handling any deviant child behavior. Privileges are revoked, children are frequently seated outside of the room and the classrooms are extremely quiet. The general attitude seems to be that the quiet classroom is the good classroom. Conformity is stressed so that everything is "under control" and in order.

Ego-devaluation techniques are frequent in the classrooms. "If the child is embarrassed he won't repeat the behavior", is a prevailing technique for changing behavior.

Achievement tests are viewed as a threat by the staff members. They tend to believe that the test results validate their success or failure as a teacher. As a result teachers are product-oriented rather than thinking of learning as a process.

Teachers seldom mingle as a group during noon hour or at recess. There is not much opportunity for interaction among staff during teachers' meetings owing to the fact that administration does not encourage the democratic process.

The counseling program moves quite slowly in the "closed school". The emphasis is primarily on remediation rather than

prevention. Since it is more difficult to get into classrooms, work with individual children is emphasized. The children that are referred are primarily behavior problems or ones which take longer to grow in the counseling experience. Consequently, success experiences for the counselor are nominal. The counselor in such a situation can become highly frustrated.

There is a high number of children that make self-referrals to the counselor. Their problems seem to center around failure experiences in the classroom.

The counselor in the "closed school" quite often has to play the role of mediator between irate parents and staff and between children and staff. Although the counselor should be a communications expert, he does not function to his fullest when acting as a mediator.

The counselor in this school setting is quite often looked upon as a "suspicious" person. As a result, more time must be spent working out relationships with staff members. Most of the counselor's success experiences in this setting are centered around helping children and parents.

Summary

The purpose of this chapter has been to share some of the experiences in implementing a full-scale elementary counseling program in a school district. During the initial year, counselor group meetings were found as an effective means of developing operational strategies for use in each of the buildings

as well as to take care of many of the mechanics required by the research design.

The Steering Committee made valuable contributions to the research plan and enhanced the effectiveness of the communications model. An excellent relationship has been developed with the allied public service agencies.

While the Itinerant counselor enjoys some advantages, the full-time counselor (staff) can more effectively promote the total guidance and counseling function. Because school climates differ, the Itinerant counselor (if you must assign a counselor to more than one building) should be assigned to buildings which are somewhat similar. At any rate, the counselor's personality and style should be compatible with the school that he is assigned to. The strategy employed by the counselor assigned to the "open school" will in all likelihood be different than that used in the "closed" school.

CHAPTER IV

DEVELOPMENT OF A FORMAL AND INFORMAL RESEARCH DESIGN

In terms of its appearance in the literature, elementary counseling must be considered an educational innovation. Therefore, for all practical purposes, the design of this particular study was untested.

Three kinds of data were possible for use in the research. Objective data could be secured from teachers and students. Attitudinal data could be secured from parents, teacher, and principals. Behavioral data could be secured by the use of outside observers.

Assignment of Counselors

Five elementary counselors were available for assignment in the nine elementary schools. The enrollment of the schools ranged from 183 to 673. Since the research design called for a control group, it was necessary to establish criteria for selection of control and experimental schools.

To provide a basis for statistical comparison, the size of the control group was deemed to be a crucial factor. One of the schools had been recently adjoined to the Olympia School District and was, therefore, eliminated as a possible control school. A second school had a new principal (serving on an "exchange" basis) and, therefore, could not be considered as a control school. Three other schools were too small to provide an adequate sample of teachers. These schools were placed together as a group along

with each of the four remaining schools for purposes of selecting the control group. In the drawing a large elementary was selected to serve as the control group (no formal counseling services).

Counselors were assigned to schools on a random basis. No attempt was made to match personalities with school situations.

Teacher Attitudes

A body of research has been compiled in the area of teacher attitudes and their effect on either student self-concept, student-teacher interaction, or student performance (Staines, 1958; Spaulding, 1963; Taba, 1964; Nikoleff, 1965; Vleson, 1965; Yee, 1966). Though a positive relationship appears to exist, the magnitude and duration of the observed effects are not readily discernible.

Many attempts (Buros, 1965) have been made to measure teacher attitudes. Time and cost limitations prevented the development of an original instrument. The available research seemed to favor the use of the Minnesota Teacher Attitude Inventory in preference to any other standardized instrument.

The writer administered the MTAI to teachers in each of the nine schools during the last week of September and first week of October. The inventory was re-administered to the same group during the last week of April and the first week of May. Care was made to administer the inventory in each school on the same day of the week and at the same hour as in the initial administration. Teachers were identified, on their answer form, by

room number rather than name to assure a more reliable response.

An observational form (Principal's Personnel Checklist) was developed for use by the school principal. The instrument was tailored to correlate with NTAI. Precisely, the form asks the principals to respond to their individual teachers in the following areas:

1. Moral status of children in the opinion of adults, especially as concerns their adherence to adult-imposed standards, moral or otherwise.
2. Discipline and problems of conduct in the classroom and elsewhere, and methods employed in dealing with such problems.
3. Principles of child development and behavior related to ability, achievement, learning, motivation, and personality development.
4. Principles of education related to philosophy, curriculum and administration.
5. Personal reactions of the teacher, likes and dislikes, sources of irritation, etc.

Student Self-Concept

While there are various points of view about self-concept and how it relates to a student's performance in school, the theory which postulated that the individual's perception of himself is the central factor influencing his behavior appears to be gaining acceptance. (Every educator should remind himself of the self-fulfilling prophecy offered by Goethe in one of the most moving lines of Germanic poetry:

"If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be.")

Summarizing one of the more diligent researches, Fink remarks:

"Observations made in the clinical practice of school psychology led to the hypothesis that an adequate self-concept is related to high academic achievement...The study group consists of eighty-eight students from the freshman class of a rural California high school; twenty matched pairs of boys and twenty-four matched pairs of girls...The results clearly bear out the hypothesis for boys. They are considerably less positive for girls."

Another major study, undertaken by Brookover *et al.*, explored the relationship between academic achievement and self-concept of ability for junior high school students. Brookover notes:

"There is, moreover, sufficient evidence to warrant the position that enhancement of self-concept of academic ability should be a crucial concern to educators striving to assist students to achieve at the highest level of achievement possible. Further, strategies to enhance self-concept will be most effective when they involve helping students with low self-evaluations to perceive that their parents, or other significant others, have raised their evaluations of them as students."

Since mental health has an impact on learning, the self-image of the student was considered as an appropriate measure of the effectiveness of the counseling program. The instrument finally selected was a Self-Ideal Self Picture Checklist, (this instrument was obtained from Dr. Wayne Moos, Arizona State University) whereby a student's self-discrepancy could be measured. This type of measure regards the value system of the individual as being rather stable. In this respect, such an instrument does not serve as an adequate measure when teacher or counselor intervention is deployed as a means of changing the value structure of the student. If congruency of self and ideal self occurs the value system of the individual still may be in conflict with society as a whole. The

fact that the value system of the student may be changing as a result of the instructional or counseling process may, in effect, cause the student to always maintain a discrepancy between self and ideal self. The writer speculates that as one becomes more educated he becomes less satisfied with himself but is more able to cope with the anxiety caused by this discrepancy.

With these reservations in mind, the Self-Ideal Self Picture Checklist was administered to 20 percent of the Grade 4-6 population in the 8 experimental schools and the control school. The sample was drawn at random from each of the classrooms. The Self-Picture Checklist was administered by the elementary school counselor. One week subsequent to the initial administration, the counselor administered the Ideal Self Picture Checklist.

Teacher Perceptions of Counseling

The primary purpose for delving into this aspect of the effects of counseling was to identify the factors associated with the role and function of the elementary counselor as they were perceived by elementary school teachers. Some items were included to determine more grossly how the counseling program was being accepted.

The "What Do You Think?" Instrument (We are indebted to the South Bend School Corporation, South Bend, Indiana, for the use of this instrument as well as "Would It Be Important?", which is described in the next section.) did not lend itself for use as a discrete device. The intent was to determine if the perceptions

of the experimental schools were different than the control school. More important, however, the responses of each building could help the counselor in determining his focus for the forthcoming school year.

All teachers in the nine elementary school buildings were asked to complete the questionnaire. As was true in the case of the HTAI, teachers were identified by room number rather than name to assure a more reliable response.

Parental Attitudes Toward Counseling

If the counselor is to have impact in the school, he must receive the support and cooperation of both school and home. In the preceding section, the method for determining teacher perceptions of counseling was explained. To complete this picture, a questionnaire (Would It Be Important?) was mailed to a 10 percent sample of parents in the nine elementary schools.

This particular instrument enables the counselor to understand how he is being accepted by parents. In a subtle manner, the results of the instrument suggest the accepted domain of the counseling services.

Outside Evaluation

Perhaps the most valid method for measuring behavioral changes is through the use of observation techniques. The initial proposal called for evaluation by staff members from the Institute as well as by an outside observer. Since the entire elementary counseling

staff was trained at Arizona State University, an Institute staff member, Dr. Garth Blackham, was selected to ascertain the effects of counseling in the Olympia School District.

To remove the possibility of built-in bias, an outside observer, Dr. Anna Heeks, Oregon State University, was also engaged to survey the progress of the elementary counseling program. Both observers gained their data from students, teachers, principals, parents, and supporting personnel.

Summary

The Master Plan developed by the counselors and Project Director called for a rather complete determination of the impact of the counseling program. Although the objectives of the counseling program were geared towards teacher attitudes and student self-concept, the acceptance of the counselor by students, teacher, principals, and allied professionals was very critical. The design, therefore, attempted to yield data that would validate the importance of the counseling program.

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CHAPTER V

PRESENTATION OF FINDINGS

In the previous chapter, a research design to determine the significance of the counseling program was developed. The design called for a measurement of a change in teacher attitudes, a change in student self-concept, teacher perceptions of counseling, parental attitudes toward counseling, and the general impact of the counseling program.

Since some of the methods could not be handled in an empirical methodology, some less-sophisticated subjective analysis had to be employed. Nevertheless, the particular analyses have relevance in determining the initial impact of the elementary counseling program.

Results of Teacher Attitude Survey

The Minnesota Teacher Attitude Inventory was administered to teachers in the Fall and Spring of 1966-67. To determine if the means of the individual buildings changed as a result of the counseling intervention, a "t" test was employed. The data as presented in Table 1 indicated no significant change in any of the schools. Therefore, the null hypothesis that there is no significant change in teacher attitudes as a result of the counseling intervention was accepted.

TABLE I
BUILDING MEAN SCORES FOR MINNESOTA
TEACHER ATTITUDE INVENTORY

School	N	Fall Mean	Spring Mean	Difference Score	"t" Test
A	8	28.6	38.7	10.1	---
B	10	60.0	60.0	---	---
C	18	52.3	54.4	2.1	---
D	10	60.7	62.4	1.7	---
E	22	40.4	38.3	-2.1	---
F	9	48.1	53.9	5.8	---
G	17	53.2	56.8	3.6	---
H	26	47.2	51.3	4.1	---
District	144	46.7	50.7	4.0	---
Control School	24	52.8	60.3	7.5	---

* Significant at the .10 level

With the exceptions of schools "B" and "E", each experienced positive growth in terms of teacher attitude. The control school, however, had the next largest increase in the mean score.

On the basis of the results, teacher's attitudes toward children did not change significantly as a result of counseling. Since the trend was a positive change in most schools including the control school, one might conclude that any change that took place was due to chance or was due to the effects of another

variable that changed the control school and six of the eight other schools positively. The other possibility, of course, is questioning the use of MTAI in such a situation.

In examining the change in variation of teacher attitude in a building, an "F" test was employed to compare the variances of the MTAI. In all cases no significant difference in variance was found. (See Table 2.)

TABLE 2
BUILDING VARIANCES FOR MINNESOTA
TEACHER ATTITUDE INVENTORY

School	N	Fall σ	Spring σ	Difference Score	"F" Ratio
A	8	34.2	34.9	.7	---
B	10	29.6	29.4	.2	---
C	18	24.3	24.8	.5	---
D	10	29.0	24.4	-4.6	---
E	22	32.0	33.8	1.8	---
F	9	28.6	19.8	8.8	---
G	17	35.4	32.2	-3.2	---
H	26	31.7	31.2	- .5	---
District	144	31.1	31.0	- .1	---
Control School	24	28.7	31.5	2.8	---

* Significant at the .10 level

Principal's responses were also used as a basis for determining changes in teacher attitude. The Principal's Personnel Checklist was completed for each teacher in the Fall and in the Spring. Here again, with the exception of school "F", no significant change was found. (See Table 3.)

TABLE 3
BUILDING MEAN SCORES FOR PRINCIPAL'S
PERSONNEL CHECKLIST

School	N	Fall Mean	Spring Mean	Difference Score	"F" Ratio
A	7	7.3	7.7	.4	---
B	7	7.2	7.3	.1	---
C	19	5.2	6.5	1.3	---
D	10	8.7	7.7	-1.0	---
E	22	5.6	6.0	.4	---
F	7	5.9	9.3	3.4	*
G	16	9.3	9.8	.5	---
H	24	7.6	8.5	.9	---
Control School	22	7.7	7.9	.2	---

* Significant of the .10 level

Summary

According to the data, teacher attitudes did not change significantly as a result of the counseling exposure. When analyzing the results, minor positive directional changes, with

two exceptions, occurred in all schools. However, the control school had a positive change also.

Several possibilities may account for these findings:

1. Changing teacher attitudes, if possible, comes about over a longer period of time.
2. The impact of the counseling program was not evident.
3. The MTAI is not a useful instrument in measuring teacher attitudes.

Results of the Student Self-Concept

Since improvement of the self-image of the student was one of the objectives of the program, a Self-Ideal Self Picture Checklist was administered to 20 percent of the Grade 4-6 students in the experimental and control schools.

The research design called for a discrepancy score which was determined by comparing responses to the Self and Ideal Self instruments. Table 4 indicates that there was no significant changes in the discrepancy scores in the control and experimental schools.

TABLE 4
BUILDING MEDIAN SCORES ON STUDENT
SELF-IDEAL SELF DISCREPANCY

School	N	Fall Median	Spring Median	Difference Score	"t" Test
A	17	16	15	+1	---
B	23	13	14	-1	---
C	54	13½	13	+½	---
D	21	13	11½	+1½	---
E	55	13	12	+1	---
F	16	12	13	-1	---
G	20	13	14	-1	---
H	47	13	13½	-½	---
Control School	55	18	13	+5	---

* Significant of the .10 level

Summary

As was mentioned in the previous chapter, the design was concerned with a student's discrepancy score. The premises for using the measure in such a research appear to be questionable. A fallacy in using this as a measure of the counseling impact is that a student's Ideal Self may change as a result of the developmental counseling exposure. A maturing child more than likely becomes more effective in coping with this discrepancy and, therefore, still can be motivated to become fully-functioning. For the

younger child, however, ideal self-images incorporated within the child become destructive when the child sees some glimpse of what he should be, sees himself as he is, and feels he is less than he should be. The counselor and teacher are vital in helping the child live with that incongruency.

Results of the Teacher Perception Survey

Near the close of the 1966-67 school year, teachers responded to a 47-item questionnaire (What Do You Think?). Ninety percent of the teachers in the experimental schools responded to the questionnaire. In the control school, 89 percent of the teachers returned the questionnaire.

The items included in the questionnaire could be classified into three broad categories: Acceptance, perception of acceptance by others, and the role of the counselor. A tabulation for a representative sampling of items is included in the text. The summary of all items is included in the Appendix.

General Acceptance

Teachers overwhelmingly believe that "counselors have something special to offer to an elementary school." Table 5 reveals the responses for each of the nine schools (schools A-H and the control school). (Note: The responses to the four choice questionnaire have been dichotomized into "agree" and "disagree".) Three teachers in school "F" disagreed with the statement. Six

teachers in the control school (no counseling) failed to respond because, "I don't know enough about counseling to respond to the item."

TABLE 5
VALUE OF THE COUNSELOR

Statement: Elementary school counselors have something special to offer to an elementary school.			
School	Agree	Disagree	No Reply
A	3		
B	9		
C	15		
D	11		
E	21		
F	5	3	
G	9		
H	<u>25</u>	—	—
TOTAL (Experimental School)	103	3	
Control School	15		6

Teacher's Perception of Support of Others

Teachers were asked if they thought "most elementary school teachers would encourage the employment of elementary school counselors." While 103 teachers thought counselors had "something special to offer", only 76 teachers thought that most teachers

would encourage the employment of elementary school counselors. Only seven teachers in the control school agreed with the statement. A significant number did not reply to this item. Table 6 shows the responses of the control and experimental schools.

TABLE 6

TEACHERS' PERCEPTION OF TEACHER OPINION OF COUNSELING

Statement: Most elementary school teachers would encourage the employment of elementary school counselors.			
School	Agree	Disagree	No Reply
A	6	1	1
B	9		
C	12	1	2
D	7	1	3
E	18	2	1
F	2	6	
G	3	2	4
H	<u>19</u>	<u>5</u>	<u>1</u>
TOTAL (Experimental School)	76	18	12
Control School	7	6	8

Teachers were also asked to perceive the support principals have given to the counseling program. Ninety teachers believed that their principals thought that "counselors have a place in the elementary school". In the control school, only eight teachers thought that this was the case. Table 7 denotes the responses of the nine schools.

TABLE 7

TEACHER'S PERCEPTION OF PRINCIPAL'S REGARD FOR COUNSELING

Statement: Principals believe that counselors have a place in the elementary school.			
School	Agree	Disagree	No Reply
A	7		1
B	7		2
C	14		1
D	7		4
E	14		7
F	8		
G	8		1
H	<u>25</u>	<u>—</u>	<u>—</u>
TOTAL (Experimental School)	90		16
Control School	8	3	10

Teachers also responded to the statement that "most parents would encourage the employment of elementary school counselors." Only 62 teachers thought that parents would be supportive of the program. (Later on in the report, the data will indicate that the parents are much more supportive of the program than the teachers perceive them to be.) Table 8 reveals the responses from the control and experimental schools.

TABLE 8

TEACHER'S PERCEPTION OF PARENT'S REGARD FOR COUNSELING

Statement: Most parents would encourage the employment of elementary school counselors.			
School	Agree	Disagree	No Reply
A	6	1	1
B	8		1
C	9	3	3
D	5	4	2
E	12	5	4
F	2	6	
G	3	2	4
H	<u>17</u>	<u>6</u>	<u>2</u>
TOTAL (Experimental School)	62	27	17
Control School	7	4	10

The Function of the Counselor

As was cited in a previous section, most counselor-training programs focus on the developmental needs of students. Teachers were asked to respond to the value of individual counseling in the school. Table 9 indicates that most teachers accept this type of activity in the school program.

TABLE 9
THE VALUE OF INDIVIDUAL COUNSELING

Statement: Elementary pupils can profit from individual counseling provided by school counselors.			
School	Agree	Disagree	No Reply
A	8		
B	9		
C	15		
D	10	1	4
E	16	1	
F	6	2	
G	9		
H	<u>25</u>	<u> </u>	<u> </u>
TOTAL (Experimental School)	98	4	4
Control School	12		9

The value of peer group interaction has also been stressed in the literature. Here again, according to data found in Table 10 teachers strongly favor the use of this technique.

TABLE 10
THE USE OF GROUP COUNSELING

Statement: Elementary school counselors should counsel with small groups of pupils with respect to their personal-social concerns.			
School	Agree	Disagree	No Reply
A	8		
B	9		
C	14	1	
D	10	1	
E	19	1	1
F	5	3	
G	6	2	1
H	<u>25</u>	<u> </u>	<u> </u>
TOTAL (Experimental School)	96	8	2
Control School	11	1	9

Teachers believed that the counselor should have had classroom teaching experience. However, in one school (School B), half of the teachers believed that this was not necessary. Table 11 reveals the responses to that particular item.

TABLE 11
TEACHING EXPERIENCE OF COUNSELOR

Statement: Counselors first should be required to have experience as elementary teachers in order to be competent counselors.			
School	Agree	Disagree	No Reply
A	8		
B	4	4	1
C	13	1	1
D	9		2
E	20		1
F	8		
G	9		
H	<u>22</u>	<u>1</u>	<u>2</u>
TOTAL (Experimental School)	93	6	7
Control School	12	1	8

Most teachers look upon the counselor as a resource person in terms of in-service training in the area of guidance. In the control school, only eight teachers endorsed this function. Table 12 indicates the general acceptance of this role.

TABLE 12
IN-SERVICE TRAINING BY COUNSELOR

Statement: Counselors would be beneficial in providing in-service training in guidance to elementary school teachers.			
School	Agree	Disagree	No Reply
A	8		
B	8	1	
C	13		2
D	8	2	1
E	14	4	3
F	7	1	
G	7	2	
H	<u>21</u>	<u>4</u>	<u>—</u>
TOTAL (Experimental School)	86	14	6
Control School	8	4	9

Most teachers envision that the counselor can be very useful in collecting and interpreting data about students in the classroom. Table 13 indicates that the teachers in the control school are not sure or are unsupportive of this function.

TABLE 13
STUDENT ANALYSIS BY COUNSELOR

Statement: Counselors would be useful in helping teachers know more about the characteristics of the pupils in their class.			
School	Agree	Disagree	No Reply
A	8		
B	8	1	
C	11	2	2
D	8	2	1
E	15	4	2
F	8	4	2
G	6	3	
H	<u>22</u>	<u>2</u>	<u>1</u>
TOTAL (Experimental School)	86	14	6
Control School	9	3	9

A substantial number of teachers could not envision the counselor as being one who collects and organizes educational and vocational information to elementary pupils. This response indicates that many teachers may wish to limit the scope of the counselor so that he can be fully-functioning in those areas of a more pressing need. Table 14 shows the responses of the control and experimental schools.

TABLE 14
COLLECTION OF EDUCATIONAL MATERIAL BY COUNSELOR

Statement: Counselors could help teachers collect and organize educational and vocational information for presentation to elementary pupils.			
School	Agree	Disagree	No Reply
A	7	1	
B	5	2	2
C	8	6	1
D	7	3	1
E	9	9	3
F	5	3	
G	5	3	1
H	<u>17</u>	<u>7</u>	<u>1</u>
TOTAL (Experimental School)	63	34	9
Control School	8	4	9

Some counseling institutes have placed emphasis on the expertise of the counselor in testing. Table 15 shows that most teachers support this function.

TABLE 15
TEST ADMINISTRATION BY COUNSELOR

Statement: Teachers could use counselor help in selecting and administering test to elementary pupils.			
School	Agree	Disagree	No Reply
A	7	1	
B	7	1	1
C	15		
D	9	2	
E	18	3	
F	5	3	
G	6	3	
H	<u>15</u>	<u>10</u>	<u>—</u>
TOTAL (Experimental School)	82	23	1
Control School	10	3	8

However, more teachers believe that "teachers could use counselor help in making use of test data" than in "selecting and administering tests to elementary pupils." (See Table 16).

TABLE 16
TEST INTERPRETATION BY COUNSELOR

Statement: Teachers could use counselor help in making use of test data.			
School	Agree	Disagree	No Reply
A	7	1	
B	7	1	1
C	15		
D	9	2	
E	18	3	
F	7	1	
G	7	1	1
H	<u>18</u>	<u>4</u>	<u>3</u>
TOTAL (Experimental School)	88	13	5
Control School	12	2	7

Teachers strongly support the value of the counselor as a coordinator of other services that are available to the elementary school. (See Table 17.)

TABLE 17
THE COUNSELOR AS A COORDINATOR

Statement: Counselors would be useful in coordinating the services provided by school psychologists, reading specialists, social workers, and the like.			
School	Agree	Disagree	No Reply
A	8		
B	8		1
C	13	1	1
D	8		3
E	19	2	
F	7	1	
G	8	1	
H	<u>19</u>	<u>5</u>	<u>1</u>
TOTAL (Experimental School)	90	10	6
Control School	12		9

Teachers did see a hierarchy of functions for the counselor. The previous items indicated a strong support for teacher consultation as well as student counseling. According to Table 18, teachers do not see the home as being a primary target for their work. This function, apparently, is not within the province of the school or, if so, belongs to the school social worker or to the school nurse.

TABLE 18

THE COUNSELOR AS A LIAISON BETWEEN SCHOOL AND HOME

Statement: The core or main emphasis of an elementary school counselor's work should be directed toward working with the parents of elementary school pupils.

School	Agree	Disagree	No Reply
A		7	1
B	1	7	1
C	5	9	1
D	2	7	2
E	7	13	1
F	6	2	
G	1	7	1
H	<u>3</u>	<u>19</u>	<u>3</u>
TOTAL (Experimental School)	25	71	10
Control School	4	4	13

Summary

Most teachers in the experimental schools favored the employment of school counselors. Apparently the general acceptance of counselors in these schools has had a positive effect on many teachers in the control school. However, a number of control school teachers, who did not reply, indicated that "the money should be used to lower class load."

Two interesting inaccuracies in teacher perceptions were found. While teachers were supportive of the program, they did not believe that their fellow teachers were. They also indicated some doubt that parents were supportive of the program. (As you will see in the next section, their perception of parental opinion was not accurate.)

Ideally, the counselor should serve as a consultant to teachers. However, more teachers indicated that the counselor should work with individual students or groups of students rather than with teachers. This type of response is natural to anticipate at the initial stages of the counseling program. Teachers indicated that working with parents was of lesser importance than the two functions cited above.

Results of the Parental Survey

An attitudinal questionnaire (Would It Be important?) was mailed to a sample of 10 percent of the parents of students in Grades K-6. Sixty percent of the questionnaires were returned.

The writer had intended to tabulate the responses by school attendance area. Therefore, a space for indicating this information was placed on the first page of the two-page questionnaire. Since the initial page briefly explained the nature of the counseling program, most parents returned the second page and, therefore, omitted the necessary identification information. Approximately 40 percent of the respondents did provide this information.

The parents were asked to respond to a seven-item four choice questionnaire. The role of the counselor was described as:

"An elementary school counselor would not teach any classes, but would provide assistance to students and teachers, and parents in many ways. These may be described as: 1) Counseling with students either individually or in small groups to assist them in overcoming normal problems such as achieving in school, understanding themselves, making friends, making plans for the future, understanding the school situation (teachers, pupils) and other related activities. 2) Working with teachers in the school to help them seek out students who may need special attention and providing a means of supplying this help to students. 3) Consulting with parents of elementary students to help them understand their children and their normal problems and concerns, understanding their special talents, and discovering ways in which parents and school personnel can work together to make school a worthwhile experience for their children."

Eighty-one percent of the parents who responded to the questionnaire believed that "an elementary school counselor should be employed." (Nine questionnaires were identified as being from the control school. Six of the nine were supportive of the program as explained on the questionnaire.) A similar percentage believed that "the services such a person would provide are needed." Only 20 percent of the parents believed that the elementary school teacher or principal provided enough of these services.

Most parents thought that parents and teachers "would seek the help offered by an elementary counselor." Only 60 percent of the parents thought that "pupils would seek the help offered by an elementary counselor." Table 19 shows a tally for each of the questionnaire items.

TABLE 19
RESPONSES TO PARENTAL QUESTIONNAIRES

1. I believe an elementary school counselor should be employed.	95 Agree 22 Disagree
2. I think the services such a person would provide are needed.	98 Agree 23 Disagree
3. The elementary school teacher now provides enough of these services.	25 Agree 92 Disagree
4. The elementary principal now provides enough of these services.	24 Agree 93 Disagree
5. Pupils would seek the help offered by an elementary counselor.	67 Agree 44 Disagree
6. Parents would seek the help offered by an elementary counselor.	94 Agree 22 Disagree
7. Teachers would seek the help offered by an elementary counselor.	106 Agree 6 Disagree

Many interesting comments were made by parents as a supplement to their responses. Typical of those responses in support of the program were:

"It seems to us more sensible to attempt to reach the potential problems of children in the elementary years than to wait until the problems have become nearly insurmountable in the high school years."

"Anything that adds to people's understanding of themselves and each other is needed everywhere, - but so much is up to the individuals involved. Good Luck."

The parents who were opposed to the program seemed to center on two issues - money and infringement on family responsibility.

Typical comments were:

"I feel that such counseling is the province and duty of the parents and churches...I know of very few people, trained or otherwise, who are capable of helping my children understand themselves".

"We are coming to a point where we will have to decide what is needed most in our schools--teachers or added personnel. The taxpayer will go just so far."

The general tone of the comments made by parents indicated that there is need to further define the role and function of the counselor in the elementary school. From the comments (See Appendix for "Additional Comments from Parents") it appears that parents envision counseling to serve a remediation function. Perhaps, counseling as a developmental function has not been appropriately demonstrated.

Summary

The results of the parental survey indicate that counseling has been accepted as an important facet of the school program.

Parents are, however, somewhat doubtful that students will seek the assistance of a counselor. Counseling, as a developmental function, will have to become more prominent.

Results of the Analyses by Observers

Two visiting consultants were used to make observations on the impact of the elementary counseling program in the Olympia School District. Dr. Garth Blackham, Professor of Educational Psychology and Guidance, devoted three and one-half days to field investigations with principals, counselors, teachers, and students. In attempting to collect his data Dr. Blackham met with individual teachers, groups of teachers, individual students, groups of students, and individual principals.

To accomplish the task of appraisal, Dr. Blackham developed the following "criteria of effectiveness":

- "1) To what extent were the understanding, skills and services of the counselor sought by children, teachers parents?
- 2) How effective was the assistance the counselor gave perceived by the recipients?
- 3) How did the counselor view the services provided in regard to their effectiveness and/or impact?
- 4) How well had the schools become sensitive to children's needs, define their problems and provide services consistent with them?
- 5) To what extent had schools erected a positive "learning climate?"
- 6) To what extent did the counseling program incorporate a model that made possible successful counseling intervention and positive growth-learning facilitation?"

The entire text of Dr. Blackham's evaluation report appears in the Appendix section. The more significant observations were:

1. Children show a marked affinity for the counselors and seek them out at every opportunity. They appear to be like "Pied Pipers".
2. Teachers, most frequently, sought help with "problem youngsters". Counselors were successful in interpreting developmental patterns and learning styles of these youngsters. However, some teachers were dissatisfied because the counselor could not devote sufficient time to the case.
3. Teachers received valuable assistance in conducting parent-teacher conferences.
4. Parent contacts were very successful. A growing demand for parent conferences supported this conclusion.
5. The effectiveness of the counselor was directly related to the readiness of the school to accept the counselor and use his services.
6. Developmental counseling was becoming a reality in those schools that appeared to have well-defined educational aims.
7. Teachers were becoming more perceptive in viewing behavioral problems. They were expressing an interest to study their children more systematically and in depth.
8. The focus of the counseling program, once it has been accepted, should become more developmental, preventive and facilitative rather than therapeutic-remedial.
9. The needs of the school should be established by the faculty so that the counselor can provide tailor-made counseling. Provision for counselor-teacher meeting time deserves attention.
10. The roles of the counselor and psychologist should be more clearly defined so that they can complement one another.
11. The counselor as a group facilitator needs to be expanded in terms of teacher in-service, group counseling with children, and group discussion with parents.

Dr. Anna Meeks, Professor of Counseling and Guidance, Oregon State, served in an advisory capacity in developing the initial Title III proposal. Dr. Meeks pioneered in Elementary Counseling in Baltimore County, Maryland in the early 1950's. Her counsel was very useful in involvement of the demonstration project in the Olympia School District.

Dr. Meeks visited the Olympia Schools during the first week of May, 1967. She used many of the same projective techniques employed by Dr. Blackham in order to analyze the impact of the elementary counseling program. During her week's visitation, Dr. Meeks visited with individual students, groups of students, individual teachers, groups of teachers, individual principals, groups of principals, groups of psychologists, and groups of parents for the purpose of collecting information in order to make an evaluation report. The more significant observations were:

1. The perceptiveness of children and parents shows plainly that the counselors have provided a clear model. The children who have worked with the counselor are well aware that counseling helps you to "understand yourself and other people".
2. Parents recognize the counselor's role in a helping relationship. ("He has helped me to accept my child's need to be in Special Education.")
3. Group counseling was providing a valuable learning experience for children. ("I see that children think differently about things, but it doesn't bother me so much when I get to know them.") However, more time needs to be devoted to the function of counseling as a learning process. Counselors need to move away from the remediation stereotype.

4. Teacher's understanding of the counseling function varies depending on the administrative leadership in developing orientation procedures and in providing opportunities for teacher-counselor confrontations.
5. Expectations of the counseling program need to become clearly defined.
6. Teachers have appreciated the role of the counselor in parent-teacher conferencing. They seek in-service assistance in other areas, too.
7. The role of the counselor as an expert in human relations and instructional methods needs to be more fully utilized.
8. The teacher-counselor and pupil-counselor ratios are much too large to develop a total program of guidance.
9. Psychologists should be more fully utilized in the total program of guidance.
10. The physical facilities of the counselor are not conducive for full deployment of his skills. This is especially true in the area of play media.

Summary

The major observations cited by Drs. Blackham and Meeks verify the data collected from other sources. The counselor is accepted as an asset to the school faculty. The focus of the counselor needs to be directed away from the remediation function and towards a developmental, preventive and facilitative role.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

The nature of much of the material contained in the previous chapters does not lend itself to inclusion in a summary. The essence of the content for this chapter will be focussed on the evaluative aspect.

Summary

Initially teacher attitudes were identified as a significant factor in child growth and development. Since the elementary counselor works directly with teachers, a measure of counselor impact could be obtained by measuring teacher attitudes prior to and following the implementation of the counseling program. The data revealed that no significant change in teacher attitude had taken place.

A second objective of the counseling program was to effect changes in the self-concept of the student. Pre- and post-tests in this area revealed no significant change.

Attitudes and behaviors are slow in changing. The aims and objectives were, perhaps, too ambitious when you expect values and behavioral changes to occur over a short period of time. Longitudinal studies of such a nature generally require a longer time interval. Or, perhaps, a second false premise was the merits of the instruments used in terms of the expected outcomes. Time limitations and human resources prevented the development and use of a more sophisticated approach to the design.

Meaningful data were obtained from teachers and parents. Both groups that had contact with the program were overwhelmingly supportive of the program. The data received from teachers indicated that they had a clear conception of what the services should be.

Some of the teachers in the control school believed that the resources should be used to "lower class load" rather than provide additional services. Parental opposition centered on two main issues -- money and infringement on family responsibility.

Drs. Blackham and Meeks were unusually perceptive in their meetings with principals, teachers, students and parents. Their data were quite consistent with that which was obtained from parents and teachers.

The counseling model developed during the first year of operation in Olympia appears to be consistent with the philosophy of the Institute training program. The operational expectations as perceived by teachers were closely attuned to the analyses of Drs. Blackham and Meeks.

Synthesized, the Olympia model is in close agreement with purposes cited by Dr. Donald Dinkmeyer at the 22nd Annual Conference (1967) of the Association for Supervision and Curriculum Development.

The following points exemplify the model developed in the Olympia School District:

- (1) Guidance should be an integrated part of the educational process;
- (2) Each student has a right to the services;
- (3) Guidance should assist a child to success;

- (4) Guidance is a cooperative enterprise;
- (5) Guidance is centered around what the child possesses. Diagnosis is not an end-product of the process;
- (6) The counselor serves on the curriculum team as a specialist on understanding the effect of curriculum practices on the behavior of children;
- (7) Guidance should include a study of behavioral change;
- (8) The guidance program must have an impact on the curriculum and help the child gain personal meaning from school activities.

Recommendations

Based on the first year of experience, several recommendations appear to be in order:

- 1. Before implementing any new program, the school staff and principal should have identified some of their needs. Counselor effectiveness appears to be directly related to school readiness. Tailor-made counseling can be provided only after needs are defined.
- 2. The school counselor must demonstrate the types of services that he can render. If all students are to receive the benefits of the counseling program counselor efficiency should be a constant objective.
- 3. The skills of the counselor and psychologist should be utilized in a complementary fashion.
- 4. Counseling as a developmental function needs to be emphasized. Counselors and teachers need to provide experiences that provide for growth in interpersonal relations and other aspects of personal development.
- 5. The counselor must become more active in the in-service training of teachers. The data from teachers supports this function of the counselor. This need must be recognized through the provision of appropriate meeting time.
- 6. A school must exhibit readiness before a counselor should be assigned to a building. This preparation period will assure more congruency between building expectation and counselor performance.

7. The counselor-teacher and counselor-student ratios must be carefully controlled in order to assure a total program of guidance.

Elementary counseling as an innovation offers a great deal of promise. The counselor by stressing the discovery of individual differences and by emphasizing the power of self-actualization, can help the school to modify its structure and its curriculum so as to provide the kinds of developmental experiences which enhances the achievement of these goals. The essence of counseling is prevention of academic casualty, elevation of hope in each child, enhancement of self-perceptions of children (and teachers) so that they can become more stimulating learners whose sense of trust has been extended.

An Epilogue

Probably one of the best and most accurate assessments of an experience is a view in retrospect by the participants. When an experience has been pleasing, one can only speak in terms of appreciation for those who have been instrumental for past successes and look forward enthusiastically to the future. So it is with us.

The foresight and subsequent contributions and support of Mr. Harold Potts has been inestimable in value. For direction, inspiration and innovative ideas we looked to Dr. Richard Usitalo, project director.

An experience such as this depends so much on the receptivity of the people who receive the service that a word of appreciation is appropriate. Principals, teachers and parents have demonstrated support and approval of us as part of the education team.

Children can be appreciated for a number of qualities such as, openness, honesty and receptivity but we would most like to appreciate them for just being themselves.

Kenneth Born
John Chamley

Donald Tobin

Dale Davis
Ralph McBride

APPENDIX A

BROCHURE: THE ELEMENTARY COUNSELOR

THE COUNSELOR

The counselor qualifies for this position by:

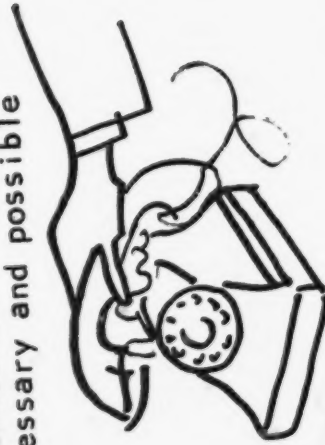
- ..holding a Master's degree for elementary counseling
- ..having successful elementary teaching experience
- ..completing advance professional training in:
 - ..counseling methods
 - ..principles and practices of guidance
 - ..use of tests and test information
 - ..learning theory and application
 - ..group dynamics



LET ME HEAR FROM YOU

The services of the elementary counselor are available to the child or his parent by:

- ..interviews suggested by the teacher
- ..interviews set up by the counselor
- ..appointments asked for by the students
- ..parent requests for interviews
- ..unscheduled conferences when necessary and possible



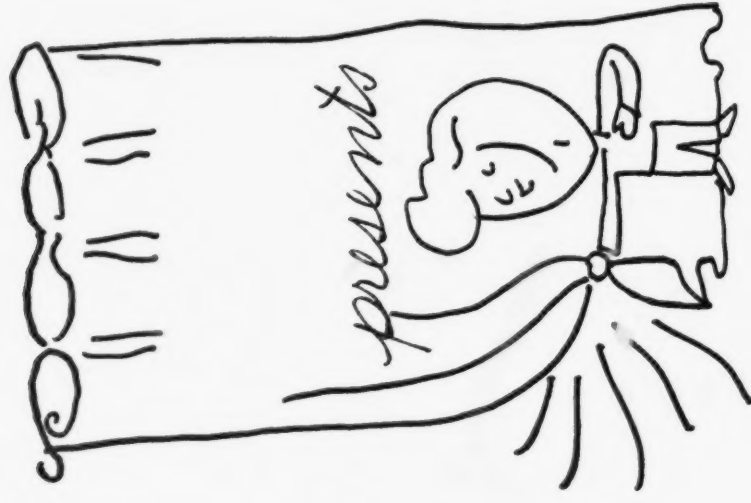
SCHOOL _____

TELEPHONE _____

COUNSELOR _____

THE ELEMENTARY COUNSELOR

Olympia Public Schools



D U T I E S

The duties of the elementary counselor may change as times change. However, the primary duties of the counselor are:

TO HELP STUDENTS

- ..Understand how to play and work with other children.
- ..Understand how well they have achieved in school in comparison to their ability to do school work.
- ..Develop growth toward adulthood and ability to make adult-type decisions.
- ..Understand the school and what it means to be happy in school doing school work.
- ..Understand themselves as individuals in their social environment.



TO HELP PARENTS

- ..Understand child development and normal concerns children have.
- ..Recognize your children's accomplishments in relation to their ability.



- ..Understand the school-parent relationship and need to work as a team.

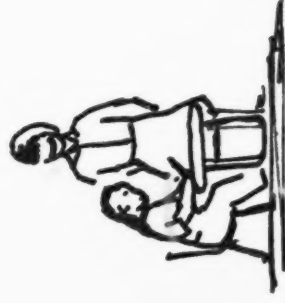
TO HELP TEACHERS

- ..Understand the needs of students and their normal concerns and problems.
- ..Recognize students who may need additional help.
- ..Assist with referrals to agencies outside of the school and follow-up recommendations made by that agency.
- ..Meet the needs of the individual student through a team effort.

T O O L S

In carrying out these duties the counselor may use:

- ..interviews with a child
- ..interviews with a small group of children
- ..test information
- ..information from parents and teachers
- ..community resources
- ..school records of the child
- ..other school specialists
- ..educational and occupational information
- ..parent discussion groups
- ..faculty discussion groups



APPENDIX B
GROUP MEETINGS OF COUNSELORS

A LIST OF GROUP MEETINGS

August 1966

- 29 - Counselors, Project Director
- 30 - Counselors, Elementary Principals, Project Director

September

- 7 - Counselors, School Psychologists
- 9 - Counselors, Project Director, Elementary Curriculum Consultant
- 12 - Counselors, Project Director, Elementary Curriculum Consultant,
Elementary Reading Consultant
- 13 - Counselors
- 16 - Counselors, School Nurses, Attendance Officer, Project Director
- 20 - Counselors, Secondary Counselors, Project Director
- 21 - Counselors
- 23 - Counselors, Elementary Curriculum Consultant, Project Director
- 30 - Counselors, Elementary Curriculum Consultant, Project Director

October

- 4 - Counselors, Thurston County Child Study Clinic
- 7 - Counselors, Project Director
- 10 - District Counselors, Project Director
- 14 - Counselors, Project Director, Dr. Glen Dye, Washington State
University
- 21 - WORD Conference in Seattle
- 25 - Counselors, Project Director
- 27 - District Counselors

GROUP MEETINGS - continued

- 28 - Counselors, Project Director, Elementary Principal of Rochester School District, Rochester, Washington
- 29 - Counselor's presentation to Delta Kappa Gamma
- 31 - Counselors, Psychologists, Project Director

November

- 2 - Elementary and Secondary Counselors
- 4 - Counselors, Project Director
- 7 - Counselors
- 9 - District Counselors
- 15 - District Counselors
- 18 - Counselors, Project Director, Reading Consultant
- 22 - Counselors, Steering Committee
- 23 - District Counselors

December

- 1 - Counselors, Counselors from South Puget Sound Area
- 2 - Counselors, Project Director
- 9 - Counselors, Project Director
- 16 - Counselors, Project Director
- 20 - Counselors, Steering Committee, Dr. Hansen, Oregon State University

January

- 10 - District Counselors
- 11 - Counselors, Project Director
- 13 - Counseling and Guidance Meeting at Federal Way, Washington - Olympia Presentation
- 20 - Counselors, Head Start, Project Director
- 27 - Counselors, Psychologists, Project Director

GROUP MEETINGS - continuedFebruary

- 3 - ASCD Meeting - Olympia Counselors presenting, "The Elementary Counseling Program"
- 21 - Counselors, Psychologists, Psychiatrist of Community Mental Health Clinic

March

- 16 - Olympia Counselors presenting program to Pierce County Principals
- 21 - District Counselors, Psychologists, Psychiatrist
- 23 - Counselors, Project Director

April

- 9 - Counselors, Project Director, Dr. Garth Blackham
- 10 - Counselors, Dr. Blackham, Steering Committee, Project Director
- 10 - Counselors, Dr. Blackham, Project Director
- 12 - Counselors, Dr. Blackham, Project Director, Principals, Consultants
- 18 - Counselors, Psychologists, Psychiatrist
- 20 - Counselors, Project Director

May

- 7 - Counselors, Project Director, Dr. Anna Meeks
- 9 - Counselors, Project Director, Dr. Meeks, Steering Committee
- 11 - Counselors, Project Director, Director of Guidance
- 16 - Counselors, Project Director, Psychologists, Psychiatrist

GROUP MEETINGS - continuedJune

- 6 - Counselors, Project Director
- 9 - Counselors, Project Director
- 14 - Counselors, Project Director
- 15 - Counselors, Project Director
- 19 - Counselors, Project Director

APPENDIX C

EVALUATION FORM -- ELEMENTARY COUNSELOR

EVALUATION FORM -- ELEMENTARY COUNSELOR

The following areas are recognized to be salient characteristics of members of the education profession. Please be prepared to be introspective in regard to your personal and professional behavior. In the "personal characteristics" section will you also rank the items in terms of their importance as viewed by you?

Personal

1. Enthusiasm -
2. Open-mindedness -
3. Poise -
4. Tactfulness -
5. Punctuality -
6. Tolerance -

General School Services

1. Willingness to "accept" extra duties.
2. Assists teachers in times of need.
3. Assists principal in times of need.

Professional Preparation and Growth

1. Seeks and accepts assistance from principal and Curriculum Director.
2. Willingness to participate in workshops and committees.
3. Interest in Total educational program.

EVALUATION FORM - continued**Teacher-Staff Relations**

1. Loyalty to teachers and administration.
2. Support of school policies.

Management

1. Disseminates information accurately.
2. Follows through on problems.
3. Keeps others informed on activities and progress.
4. Budgets time appropriately.

Community Relations

1. Establishes good working relations with parents and community related agencies.

General Characteristics

1. Utilizes experiences of others.
2. Promotes critical thinking by staff.
3. Enhances the role of the school principal.
4. Faces controversial issues objectively with a keen eye on facts.
5. Portrays a genuine interest in personal and family interests of staff members.
6. Offers constructive criticism when necessary.
7. Seeks to improve the existing program.

Target-Setting

1. What are your immediate and long-range objectives in your present assignment?
2. How do you plan to reach these objectives?

APPENDIX D

PRINCIPAL'S PERSONNEL CHECKLIST

PRINCIPAL'S PERSONNEL CHECKLIST

School _____

Frequently Seldom Uncertain

- | | | | |
|---|-------|-------|-------|
| 1. Adapts curriculum to the individual needs of children. | _____ | _____ | _____ |
| 2. Concerned with children's conformity and obedience to authority to adult's standards. | _____ | _____ | _____ |
| 3. Displays a lack of personal involvement with children. | _____ | _____ | _____ |
| 4. Teaches in a manner that encourages self-expression and discovery. | _____ | _____ | _____ |
| 5. Seeks to "understand" children rather than stereotype them. | _____ | _____ | _____ |
| 6. Displays an attitude of respect for feelings of students | _____ | _____ | _____ |
| 7. Displays self-initiative, but seeks help from others when necessary. | _____ | _____ | _____ |
| 8. Feels that strict discipline in the classroom is highly necessary | _____ | _____ | _____ |
| 9. Is frustrated by new situations (curriculum changes, emergencies, etc.); clings to status quo. | _____ | _____ | _____ |
| 10. Displays excessive concern for justification for his own actions. | _____ | _____ | _____ |

APPENDIX E
SELF-PICTURE CHECKLIST

SELF-PICTURE CHECK LIST

Please fill in the dotted line as instructed.

	Always	Sometimes	Never
1. Honest			
2. Happy			
3. Friendly			
4. Sad			
5. Serious			
6. Sensitive			
7. Jealous			
8. Popular			
9. Shy			
10. Clumsy			
11. Show-off			
12. Afraid			
13. Kind			
14. Modest			
15. Proud			
16. Lazy			
17. Neat			
18. Thrifty			
19. Even-tempered			
20. Dependable			
21. Angry			
22. Moody			
23. Open-minded			
24. Unreasonable			
25. Demanding			

DEFINITIONS OF TERMS USED IN SELF-PICTURE CHECK LIST

1. Honest - You consider it important to tell the truth, not to cheat, or steal. Things should be done fairly for everyone.
2. Happy - Feelings of pleasure and joy frequently cause you to feel extra good. The whole world seems good and you kind of feel like singing and laughing.
3. Friendly - It is fun for you to meet new people and enjoyable to talk to strangers. Some of your most pleasant times are in large groups of people.
4. Sad - You have a tendency to be unhappy a good part of the time. Grief and mournfulness occur more often for you than for your friends.
5. Serious - This describes people who are more responsible than comical. Horsing around is not as important as doing the job well.
6. Sensitive - You can often understand what people are thinking without having them say it. This tends to cause you to have your feelings hurt occasionally.
7. Jealous - The possessions of others frequently appear more desirable than your own which sometimes makes you suspicious fearful or envious of others.
8. Popular - Most people really enjoy being around you. You are frequently chosen among the first when sides are being chosen for games or other activities.
9. Shy - Meeting strangers is really difficult for you. You are bashful and prefer to be with a few close friends than with people you do not know well.
10. Clumsy - Awkward is a good way to describe this person. He sometimes trips over his own feet and frequently drops and breaks things.
11. Show-off - Performing in front of others is really your "cup of tea". You really enjoy being the center of attention and having others watch you.
12. Afraid - You are uncomfortable when you are doing something new. You can see danger in play and other activities which your classmates enjoy. You are kind of frightened of people or things a good part of the time.

DEFINITIONS OF TERMS - continued

13. Kind - You carefully consider other people's feelings before doing or saying anything that might not be understood. You try to say something nice about someone when you think they deserve it. You look for ways to be helpful to other people.
14. Modest - Sometimes it is fun to do something nice for someone without letting them know who is doing it. It makes you uncomfortable when someone gives you a compliment. It is easy for you to let someone else take the credit for something you had a part in doing.
15. Proud - No one needs to help you with your work because you can do it better by yourself. You don't ask for help even when sometimes you would like to.
16. Lazy - You are quite willing to let someone else do your work for you, after all, it is easier that way. You will let work go undone even when there is really nothing keeping you from doing it.
17. Neat - You insist on keeping your personal belongings in a certain, well-planned order. It makes you uncomfortable to see something "out of place". You are one who might use the motto, "A place for everything and everything in its place."
18. Thrifty - You can keep money in your pocket without having to spend it. It is important for you to add something to your savings account every week or so. You carefully consider the price of an article before buying it.
- 19.. Even-tempered - It takes a lot to get you mad. People say a lot of things that they don't really mean and if they weren't so angry, or something they probably wouldn't say it.
20. Dependable - You do the things you say you will do. It is important for you to keep your promises. You can be counted upon to "get the job done".
21. Angry - You are easily aroused. People can do or say things that will just make you see "red". People must be careful about what they say to you because they know it will make you mad.

DEFINITIONS OF TERMS - continued

22. Moody - You are happy one day and sad the next. Things that make you sad or angry seem to "stick in your mind" and you can't keep from thinking about them.
23. Open-minded - You are willing to listen to another person's ideas even if they don't always agree with yours. You are quite willing to "change your mind" if someone can convince you that you are wrong.
24. Unreasonable - You are always right regardless of what other people do to try to change your mind. There is no point in listening to what other people have to say since they really don't know what they are talking about anyway.
25. Demanding - It is very important that you get those things you want when you want them. You get angry when other people won't listen to what you have to say. Other people look out only for themselves so you will do the same.

APPENDIX F
TABULATION OF
"WHAT DO YOU THINK?" QUESTIONNAIRE

TABULATION OF "WHAT DO YOU THINK?" QUESTIONNAIRE

1. Elementary school counselors have something special to offer to an elementary school.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	9		
C	15		
D	11		
E	21		
F	5	3	
G	9		
H	<u>25</u>	<u>—</u>	<u>—</u>
TOTAL (Experimental School)	103	3	
Control School	15		6

2. Elementary school pupils need the services of school counselors.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	8		1
C	15		
D	11		
E	19		2
F	7	1	
G	9		
H	<u>25</u>	<u>—</u>	<u>—</u>
TOTAL (Experimental School)	102	1	3
Control School	13		8

3. Elementary school teachers need counselor help with pupils who encounter personal-educational difficulties.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	8		1
C	14		1
D	10	1	
E	20		1
F	6	2	
G	9		
H	<u>24</u>	<u>1</u>	<u>—</u>
TOTAL (Experimental School)	99	4	3
Control School	12	1	8

4. Elementary pupils can profit from individual counseling provided by school counselors.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	9		
C	15		
D	10	1	
E	16	1	4
F	6	2	
G	9		
H	<u>25</u>	<u> </u>	<u> </u>
TOTAL (Experimental School)	98	4	4
Control School	12		9

5. Elementary pupils can profit from small group counseling provided by school counselors.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	7		2
C	14	1	
D	10	1	
E	20		1
F	6	2	
G	8	1	
H	<u>24</u>	<u> </u>	<u>1</u>
TOTAL (Experimental School)	97	5	4
Control School	11	2	8

6. Assistance with respect to vocational orientation and development is needed by elementary pupils.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	2	4	3
C	5	10	
D	8	2	1
E	8	11	2
F	2	5	1
G	4	5	
H	<u>13</u>	<u>9</u>	<u>3</u>
TOTAL (Experimental School)	50	46	10
Control School	8	4	9

7. Elementary school counselors can provide services that would be of value to potential dropouts.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	9		
C	15		
D	10		
E	20		1
F	8		
G	9		
H	<u>25</u>	<u>—</u>	<u>—</u>
TOTAL (Experimental School)	104		1
Control School	11	1	9

8. Elementary school counselors could be profitably used to consult with parents of elementary pupils (pupils who encounter difficulty).

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	8	1	
C	15		
D	11		
E	19	1	1
F	8		
G	9		
H	<u>25</u>	<u>—</u>	<u>—</u>
TOTAL (Experimental School)	103	2	1
Control School	12	2	7

9. Teachers could use counselor help in interpreting test results to parents and pupils.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7	1	
B	7	1	1
C	12	2	2
D	9	2	
E	16	2	3
F	5	3	
G	5	4	
H	<u>18</u>	<u>6</u>	<u>1</u>
TOTAL (Experimental School)	71	21	7
Control School	12	1	8

10. Teachers could use counselor help in selecting and administering tests to elementary pupils.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7	1	
B	7	1	1
C	15		
D	9	2	
E	18	3	
F	5	3	
G	6	3	
H	<u>15</u>	<u>10</u>	<u>—</u>
TOTAL (Experimental School)	82	23	1
Control School	10	3	8

11. Teachers could use counselor help in making use of test data.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7	1	
B	7	1	1
C	15		
D	9	2	
E	18	3	
F	7	1	
G	7	1	1
H	<u>18</u>	<u>4</u>	<u>3</u>
TOTAL (Experimental School)	88	13	5
Control School	12	2	7

12. Elementary school counselors would impair teachers' relationships with pupils.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A		8	
B		9	
C	1	14	
D		11	
E		20	1
F		8	
G		8	1
H	<u>—</u>	<u>25</u>	<u>—</u>
TOTAL (Experimental School)	1	103	2
Control School	5	8	8

13. An elementary school counselor would be just another person who would interfere with the teacher's major function, teaching,

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A		8	
B		9	
C		15	
D		11	
E		19	2
F	1	6	1
G		8	1
H		24	1
TOTAL (Experimental School)	<u>1</u>	<u>90</u>	<u>5</u>
Control School	4	7	10

14. Elementary school counselors should counsel with small groups of pupils with respect to their personal-social concerns.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	9		
C	14	1	
D	10	1	
E	19	1	1
F	5	3	
G	6	2	1
H	25		
TOTAL (Experimental School)	<u>96</u>	<u>8</u>	<u>2</u>
Control School	11	1	9

15. Elementary school counselors should help pupils with vocational concerns (attitudes toward work, general understanding of the work world).

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7	1	
B	9		
C	7	6	2
D	11		
E	13	7	1
F	6	2	
G	5	4	
H	17	8	
TOTAL (Experimental School)	<u>75</u>	<u>28</u>	<u>3</u>
Control School	12	2	7

16. Elementary school counselors should work directly with those pupils who have difficulty in learning.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7		1
B	9		
C	10	4	1
D	8	1	2
E	14	5	2
F	6	2	
G	3	6	
H	<u>18</u>	<u>7</u>	<u>—</u>
TOTAL (Experimental School)	75	25	6
Control School	10	1	10

17. Most elementary school teachers would encourage the employment of elementary school counselors.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	6	1	1
B	9		
C	12	1	2
D	7	1	3
E	18	2	1
F	2	6	
G	3	2	4
H	<u>12</u>	<u>5</u>	<u>1</u>
TOTAL (Experimental School)	76	18	12
Control School	7	6	8

18. Most parents would encourage the employment of elementary school counselors.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	6	1	1
B	8		1
C	9	3	3
D	5	4	2
E	12	5	4
F	2	6	
G	3	2	4
H	<u>17</u>	<u>6</u>	<u>2</u>
TOTAL (Experimental School)	62	27	17
Control School	7	4	10

19. Principals believe that counselors have a place in the elementary school.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7		1
B	7		2
C	14		1
D	7		4
E	14		7
F	8		
G	8		1
H	<u>25</u>	—	<u>16</u>
TOTAL (Experimental School)	90		
Control School	8	3	10

20. A counselor would be just like another administrator in an elementary school.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	1	7	
B		8	1
C	3	12	
D	1	10	
E		18	3
F		7	1
G		9	
H	<u>5</u>	<u>25</u>	<u>5</u>
TOTAL (Experimental School)		96	
Control School		11	10

21. Counselors do not have any competencies not possessed by teachers.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A		8	
B		8	1
C		15	
D	1	9	1
E	3	17	1
F		8	
G		9	
H	<u>1</u>	<u>24</u>	<u>3</u>
TOTAL (Experimental School)	5	98	
Control School	1	10	10

22. Counselors usurp parental responsibilities.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A		8	
B		9	
C	1	14	
D	2	8	1
E		19	2
F		8	
G		0	1
H		<u>25</u>	
TOTAL (Experimental School)	<u>3</u>	<u>99</u>	<u>4</u>
Control School	1	9	11

23. Counselors usurp administrative responsibilities.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A		7	1
B		9	
C		15	
D	1	8	2
E		18	3
F	1	5	2
G		8	1
H		<u>28</u>	
TOTAL (Experimental School)	<u>2</u>	<u>95</u>	<u>9</u>
Control School		8	13

24. Counselors would be useful in helping pupils who do not know how to get along with others.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7	1	
B	9		
C	14		1
D	10		1
E	21		
F	8		
G	9		
H	<u>22</u>		
TOTAL (Experimental School)	<u>100</u>	<u>3</u>	<u>2</u>
Control School	13		8

25. Counselors would be useful in identifying pupils who need special attention and help.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	6	1	1
B	9		
C	12	2	1
D	8	3	
E	19	1	1
F	6	1	1
G	6	3	
H	<u>24</u>	<u>1</u>	
TOTAL (Experimental School)	90	12	4
Control School	13	1	7

26. Counselors would be useful in helping the school work with referral agencies available to those students who need special kinds of help.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	6	6	6
B	9		
C	12	2	1
D	8		3
E	20	1	
F	8		
G	9		
H	<u>24</u>	<u>1</u>	
TOTAL (Experimental School)	96	10	10
Control School	14		7

27. Counselors would be useful in helping teachers know more about the characteristics of the pupils in their class.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	8	1	
C	11	2	2
D	8	2	1
E	15	4	2
F	8		
G	6	3	
H	<u>22</u>	<u>2</u>	<u>1</u>
TOTAL (Experimental School)	86	14	6
Control School	9	3	9

28. Counselors could help teachers collect and organize educational and vocational information for presentation to pupils.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7	1	
B	5	2	2
C	8	6	1
D	7	3	1
E	9	9	3
F	5	3	
G	5	3	1
H	<u>17</u>	<u>7</u>	<u>1</u>
TOTAL (Experimental School)	63	34	9
Control School	8	4	9

29. Teachers can do all the counseling that needs to be done in elementary schools.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A		8	
B		9	
C		15	
D	2	8	1
E	1	10	2
F		7	1
G		9	
H		<u>25</u>	
TOTAL (Experimental School)	3	99	4
Control School	2	11	8

30. Counselors would be beneficial in providing in-service training in guidance to elementary school teachers.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	8	1	
C	13		2
D	8	2	1
E	14	4	3
F	7	1	
G	7	2	
H	<u>21</u>	<u>4</u>	
TOTAL (Experimental School)	66	14	6
Control School	8	4	9

31. Counselors would be useful in coordinating the services provided by school psychologists, reading specialists, social workers, and the like.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	8		1
C	13	1	1
D	8		3
E	19	2	
F	7	1	
G	8	1	
H	19	5	1
TOTAL (Experimental School)	90	10	6
Control School	12		9

32. Counselors need to interpret what guidance is to elementary school teachers.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	8	1	
C	9	4	2
D	8	1	2
E	16	4	1
F	4	4	
G	7	2	
H	20	5	
TOTAL (Experimental School)	80	19	5
Control School	12	1	8

33. Counselors need to interpret what guidance is to parents.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7		1
B	9		
C	13	2	
D	9		2
E	20	1	
F	6	2	
G	9		
H	24	1	
TOTAL (Experimental School)	97	6	3
Control School	11	1	9

34. Counselors need to interpret what guidance is to pupils.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	8		1
C	9	5	1
D	8		3
E	14	3	7
F	6	2	
G	9		
H	<u>21</u>	<u>4</u>	
TOTAL (Experimental School)	83	14	12
Control School	11		10

35. Teachers would make referral to counselors those students who need help in coping with learning situations.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	9		
C	13		2
D	7	1	3
E	16	3	2
F	7	1	
G	6	3	
H	<u>24</u>	<u>1</u>	
TOTAL (Experimental School)	90	9	7
Control School	10	1	10

36. Elementary pupils would voluntarily come to counselors for help with personal, educational or social problems.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7		1
B	8	1	
C	9	5	1
D	3	2	6
E	13	6	2
F	7	1	
G	8	1	
H	<u>21</u>	<u>4</u>	
TOTAL (Experimental School)	76	20	10
Control School	9	2	10

37. Counselors could help teachers diagnose pupil's learning difficulties.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	9		
C	13	2	
D	7		4
E	18	3	
F	7		1
G	5	4	
H	<u>21</u>	<u>4</u>	
TOTAL (Experimental School)	88	13	5
Control School	7	2	12

38. Teachers would not find it productive to consult with counselors about classroom activities that would help certain pupils be more successful in school.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A		8	
B		9	
C	1	12	2
D	2	7	2
E	3	18	
F	1	7	
G	2	5	2
H	<u>3</u>	<u>22</u>	
TOTAL (Experimental School)	12	88	6
Control School	7	8	12

39. Teachers are suspicious of counselors.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	1	6	1
B	1	8	
C	1	12	2
D		8	3
E	2	19	
F	1	5	2
G	1	7	1
H	<u>1</u>	<u>24</u>	
TOTAL (Experimental School)	8	89	9
Control School	7	5	9

40. Counselors are suspicious of teachers.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	1	6	1
B	1	8	
C		13	2
D		8	3
E	3	18	
F	1	4	3
G	1	6	2
H		24	1
TOTAL (Experimental School)	7	87	12
Control School	3	6	12

41. The core or main emphasis of an elementary school counselor's work should be directed toward working with the parents of elementary school pupils.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A		7	1
B	1	7	1
C	5	9	1
D	2	7	2
E	7	13	1
F	6	2	
G	1	7	1
H	3	19	3
TOTAL (Experimental School)	25	71	10
Control School	4	4	13

42. Counselors could be helpful to teachers in understanding what characteristics are indicative of a need for special assistance to the pupil.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	9		
C	13	1	1
D	8		3
E	19		2
F	8		
G	8	1	
H	24		1
TOTAL (Experimental School)	97	2	7
Control School	12		9

43. Teachers possess a body of knowledge about each pupil in their classroom that they would share with counselors who counsel with such pupils.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	9		
C	14		1
D	9		2
E	21		
F	8		
G	9		
H	<u>25</u>		
TOTAL (Experimental School)	103	—	<u>3</u>
Control School	8	1	12

44. Every counselor should be required to teach part of the school day.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A		6	2
B		9	
C	2	11	2
D	1	8	2
E	2	16	3
F	3	5	
G		9	
H	<u>3</u>	<u>22</u>	
TOTAL (Experimental School)	17	66	<u>9</u>
Control School	3	7	11

45. Teachers expect counselors to initiate contacts with them about pupils in their classrooms needing help.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	2	6	
B		9	
C	3	11	1
D		9	2
E	5	13	3
F	4	4	
G	1	7	1
H	<u>6</u>	<u>18</u>	<u>1</u>
TOTAL (Experimental School)	21	77	8
Control School	4	6	11

46. One full-time elementary school counselor should be available for no more than approximately 200 pupils.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	7		1
B	9		
C	10	3	2
D	6	1	4
E	19	1	1
F	7	1	
G	7	1	1
H	<u>22</u>	<u>3</u>	
TOTAL (Experimental School)	87	10	9
Control School	6	4	11

47. Counselors first should be required to have experience as elementary teachers in order to be competent counselors.

<u>School</u>	<u>Agree</u>	<u>Disagree</u>	<u>No Reply</u>
A	8		
B	4	4	1
C	13	1	1
D	9		2
E	20		1
F	8		
G	9		
H	<u>22</u>	<u>1</u>	<u>2</u>
TOTAL (Experimental School)	93	6	7
Control School	12	1	8

APPENDIX G

"WOULD IT BE IMPORTANT?" QUESTIONNAIRE

School Attendance Area

WOULD IT BE IMPORTANT?

The following is a brief description of the services which can be provided by an elementary counselor prepared to work with elementary school students, teachers and parents.

An elementary school counselor would not teach any classes, but would provide assistance to students and teachers, and parents in many ways. These may be described as: 1) Counseling with students either individually or in small groups to assist them in overcoming normal problems such as achieving in school, understanding themselves, making friends, making plans for the future, understanding the school situation (teachers, pupils) and other related activities. 2) Working with teachers in the school to help them seek out students who may need special attention and providing a means of supplying this help to students. 3) Consulting with parents of elementary students to help them understand their children and their normal problems and concerns, understand their special talents, and discover ways in which parents and school personnel can work together to make school a worthwhile experience for their children.

In order to determine whether or not you feel a person providing the above services would be valuable in the elementary school your child is now attending, please mark your answer to the following statements where

SA means Strongly Agree

A means Agree

D means Disagree

SD means Strongly Disagree

(Circle your response).

Please answer each of the seven statements

SA means Strongly Agree
A means Agree
D means Disagree
SD means Strongly Disagree

BASED ON THE BRIEF STATEMENT ABOVE:

1. I believe an elementary school counselor should be employed.

SA A D SD

2. I think the services such a person would provide are needed.

SA A D SD

3. The elementary school teacher now provides enough of these services.

SA A D SD

4. The elementary principal now provides enough of these services.

SA A D SD

5. Pupils would seek the help offered by an elementary counselor.

SA A D SD

6. Parents would seek the help offered by an elementary counselor.

SA A D SD

7. Teachers would seek the help offered by an elementary counselor.

SA A D SD

APPENDIX H
ADDITIONAL COMMENTS FROM PARENTS

ADDITIONAL COMMENTS FROM PARENTS

In Support

"We have a counselor in our school. I think it is a very good idea."

"We have always felt that many problems exhibited by students in junior high and high school might have been prevented with help in the early school years."

"There is no criticism of the individual counselors, just a vague suspicion and attitude that 'it can't be my fault that my child is having problems.' I hope you will be able to do more 'promoting' to get people interested in this program."

"The right kind of counseling at a young age, with the child and parents, would deter a large percentage of the teenage problems."

"We believe a counselor can do much more on a family basis".

"Teachers and principals do not have enough time."

"Some parents are so against any new changes. It means money out of their pockets. They are so sure that their children don't need such services until too late. It must be sold to parents. It's a wonderful idea, the best yet. Good luck."

In Opposition

"Upgrade your staff, don't just add to it."

"I believe that, in most cases, the family unit can and should handle all problems pertaining to the child."

"From our personal experience, the teachers do not like the intrusion of counselors in the schools."

"I feel that counseling is the province of the elementary school principal and assistant principal."

"The program in the elementary school is a waste of money; in junior and senior high schools it has its uses."

APPENDIX I
EVALUATION - DR. BLACKHAM

AN EVALUATION OF OLYMPIA ELEMENTARY SCHOOL COUNSELING PROGRAM

Introduction

Evaluating the impact or effectiveness of a first year elementary counseling program is a difficult and illusive thing. Can its effectiveness be measured in the number of "problem children" seen, counseling sessions held, consultations made and the wear and tear on the carpet in the counselor's office? Impressive statistics can be compiled using these criteria without reflecting the ultimate worth or effectiveness of a program. At the heart of what effective counseling may do is the prevention of academic casualties, elevation of hope in a child who has a promise, enhancement of self-concepts so that children can become more zestful learners and extending his sense of trust when previous relationships have been hurtful and untrusting. Yet, most of these dimensions or important beginnings of change can rarely be reflected validly in measures that are precise and objective.

It is difficult to evaluate the first year of any new service because it requires at least that much time for people to learn how to define and use it effectively. There is always a period of developing readiness or "just trying things on for size." Much of the first year was spent in this sizing up process finding out what the new specialist could do and should do. But there was much evidence that the counselors had displayed some of their wares well and teachers had begun to understand the role and

function of the elementary school counselor.

One of the most impressive things to observe was the outstanding commitment the counselors made to the task of counseling. They worked long hours, attended many night meetings and were perceived almost universally as models of humanness.

Criteria of Effectiveness

In a period of less than a week, it is difficult to evaluate the significant dimensions of a program. However, there are some criteria that appear useful when the major assessment technique is small group meetings. Given this means of assessment, the following were some of the criteria by which I attempted to make an evaluation:

1) To what extent were the understandings, skills and services of the counselor sought by children, teachers and parents?

2) How effective was the assistance the counselor gave perceived by the recipients?

3) How did the counselors view the services provided in regard to their effectiveness and/or impact?

4) How well had the schools become sensitive to children's needs, define their problems and provided services consistent with them?

5) To what extent had schools erected a positive "learning climate?"

6) To what extent did the counseling program incorporate a model that made possible successful counseling intervention and positive growth-learning facilitation?

Evaluation

There is little question, based on group sessions with teachers and principals, that the elementary counseling program had been positively received. The counselors demonstrated excellently that their services were sought by children, teachers and parents. Children in the schools feel remarkable affinity for the counselors and seek them out at every opportunity. There is no stigma attached to making such a contact. This is a significant demonstration of the counselors' capacity to develop "rapport" and to establish the conditions so necessary for effective "developmental counseling."

Although it is difficult to know what percentage of teachers in the system sought the assistance of counseling services, those that did generally evaluated them as helpful and effective. Teachers most frequently sought help with "problem youngsters". And, it was providing this type of assistance that the counselors made their greatest victories. But, it was also apparent that the counselors provided highly valued assistance in interpreting the developmental patterns and learning styles of children.

Not all such counseling of individual children was effective, however. When teachers expressed the opinion it had been of limited helpfulness, it appeared related to the fact that the counselor had not devoted sufficient time and study to the particular situation or problem. Too often, the counselor's schedules were too heavy to allow sufficient concentration on specific problem situations. However, it can hardly be questioned that the counselor's work with individual children was highly effective.

Counselors provided significant and frequent help to teachers in conducting needed parent-teacher conferences. This assistance not only proved helpful in resolving particular problems and situations, it was a highly successful in-service training technique.

The counselors seemed to have the unique capacity to be realistically objective and critical about their work. They were aware that their greatest success accrued from individual counseling, group discussions with parents involving developmental themes and child rearing. The success of their work with parents is easily validated by the teacher and principal reports as well as the steadily increasing number of parents that voluntarily seek the counselor's services.

As a general rule, THE EXTENT TO WHICH COUNSELORS WERE ABLE TO PERFORM EFFECTIVELY IN A VARIETY OF ROLES WAS BASED ON THE READINESS OF THE SCHOOL AND THE SCHOOL COMMUNITY TO ACCEPT THE SERVICES AND USE THEM.

Elementary counseling was not equally successful or effective at every school. To the extent that there was readiness on the part of the school staff and to the degree that good working relationships were established with teachers, counseling was more or less effective. But, it should be recognized also that individual schools greatly differ in their educational needs, type of child attending and the amount of problem centering and problem solving that has taken place. Where schools have a sharp lens on these

things, outstanding progress has been made. After all, developmental counseling can be effective to the degree that it is consistent with carefully thought out educational aims, identified need and attributes of a specific school. Some schools have more varied and multiple needs. Greater quantities of many services are necessary.

Observations derived from the group meetings with teachers suggest that the elementary counseling program has begun to contribute to a "positive learning climate" in the school. This is apparent from teacher comments suggesting that they were viewing children's behavior (especially the misbehavior) more from a motivational point of view than from a surface, deliberate willing point of view. That is, teachers seemed to be better able to assess when a child was in need of help rather than simply having a need for discipline. Many teachers, after becoming acquainted with the goals as well as the results of individual counseling, began to express the desire to study their children more systematically and in depth. They often expressed the desire to have more free time to work individually with youngsters who needed additional help. A substantial number indicated that they would like to try their hand at individual counseling with their own youngsters.

The counseling model that the counselors have attempted to implement is primarily developmental, preventative and facilitative rather than a therapeutic-remedial one. Although a substantial portion of the counselors' time has been spent working with

individual problem youngsters (and this is necessary in the beginning), this type of focus should be restricted. Fortunately, the counselors began to implement functions with a developmental focus (group counseling with growth related problems, group discussions with parents oriented around developmental process, consultations with teachers regarding the developmental-learning process). Thus, the foundations for a broader, educationally oriented program has been established.

When one considers the whole program and its short period of existence, it is well on its way to becoming an important part of the educational process. It could hardly have been more successful.

Recommendations

In considering the dimensions of the elementary counseling program next year, it may be helpful to give attention to the following areas and ideas:

- 1) While the teacher faculty has made real progress in understanding the role and function of the elementary school counselor, it would be helpful if a series of meetings (teacher-counselor) were devoted to this general theme. In so doing, it may be desirable to attempt to identify the needs and unique problem areas of each school, an attempt to define how counseling services can best be utilized. That is, an order of priorities might well be established.

- 2) It would be helpful, and in terms of timing would be appropriate, to attempt a clearer definition of how counselor

and psychologists roles can best compliment each other in the school. In reality, there need be little concern that there will be sufficient need for both. Yet, the contributions of each may not be as powerful if this is not worked through.

3) The effectiveness of the counseling program could be enhanced if some administrative arrangements were worked out to make it possible for teachers and counselors to get together to discuss preventative educational programs, specific classroom problems and ways of assisting individual children. If a developmental-preventative model is considered to be the most desirable, time must be made available for small group study to carefully define what that means at every level.

4) Group work might desirably be expanded in the following ways: a) teacher in-service training in areas of jointly identified need at each individual school; b) group counseling with children; and, c) group discussions with parents oriented around a developmental-preventative concept. In considering the third aspects of this recommendation, group-parent discussions whose children are of pre-school age might be a significant preventative step.

Garth J. Blackham, PH.D.
Arizona State University

APPENDIX J
EVALUATION - DR. MEEKS

AN EVALUATION OF THE OLYMPIA ELEMENTARY COUNSELING PROGRAM

The guidance and counseling programs in the elementary schools of Olympia have developed quite well in the short period in which they have been in operation. It is to be expected that a number of years will be required for full development. The observations which follow may suggest areas of strength which can be springboards for further development and perhaps may indicate needs which must be met to enhance such development.

Olympia is very fortunate to have begun its program with five fine counselors whose personal and professional development assures a high calibre of counseling services. The perceptiveness of children and parents show plainly that the counselors have provided a clear model of the counseling relationship.

The children who have worked with a counselor are well aware that counseling helps you to "understand yourself" and to "understand other people". They said many times that they liked the counselor because he has a sense of humor and because "he gets right down on our level". But most of all they like "being able to tell him what they think and feel". Their evaluations may be summed up in the following quotes: "He makes me feel important"; "He helps you know you can read better than you ever knew you could"; "He helps you read better". Note how insightful they were in recognizing the relationship of feelings about self and academic achievement.

It was gratifying to see the wide use of group counseling.

The children recognize this as a valuable learning experience, as is evident in such statements as: "I see that children think differently about things, but it doesn't bother me so much when I get to know them"; "We help each other solve problems"; "Every child should have a chance to be in a group"; "We even talk about grownup problems". Could this be an attempt to understand adult expectations?

In general the counselors have spent considerable time in working with children in crisis. This is understandable and it is necessary to provide some measure of support for teachers in their efforts to survive the pressures of a modern school. It was encouraging to find some groups of children who were in counseling as a learning process and not for remediation. The counselors have demonstrated competency to help children in trouble and now it is to be hoped that they will move in the direction of prevention and development as soon as possible, to avoid stereotyping themselves as "psycho-therapists". It is even more important to move away from remediation per se in order to assure an impact on the total education program.

Teachers in general seem to seek the services of the counselor, but there is a need for more feedback to teachers. Teacher perceptiveness seems to vary not in terms of counselor relationships, but rather in terms of administrative leadership in developing orientation procedures and in providing opportunities for teacher-counselor confrontations. If such teacher-counselor interactions

are to be effective a favorable time free from pressures needs to be made available. One principal felt that the teachers in the school were not completely aware of their own involvement in the guidance process. Where teachers have become actively involved in the guidance process they are very perceptive of the impact of the counselor's work, not only on the behavior of children as learners, but also upon teacher-pupil interactions in the classroom. Expectations and goals may need to be clarified in some schools. If expectations are unrealistic, it will be difficult to develop a program of guidance which will permeate the entire education program.

The counselors have been effective in individual teacher conferencing and in helping with parent conferencing procedures. There is a need however, for more work with groups of teachers. Administrator, teachers and counselor need to define the specific goals and the focus of effort in each school. As Dr. Blackham pointed out different schools have different needs. The nature of the school population, the strengths and weaknesses of the staff should determine the points of emphasis in each guidance program. Teachers seem to be asking for in-service assistance and specific planning for small or large groups of teachers is a must if a program is to develop in full measure. While the principal has a major responsibility to provide for such assistance, the counselor must offer leadership in helping the staff discover its needs, for such help, and then must provide services which will

meet these needs. Here lies the best approach to improving instruction through increased teacher awareness of the interactions in the classroom, thus allowing a teacher to become more creative in developing stimulating and growth producing classroom experiences. The teacher is expected to be an expert in methods of instruction and the counselor is expected to be an expert in human relations and in changing behavior. Teachers have a right to expect a great deal of help in the area of human interactions.

The teacher-counselor and pupil-counselor ratios are much too large to enable any school to develop a total program of guidance. Some of the schools recognizing this have set priorities upon the use of counselor time next year. Emphasis in such cases is upon early identification of developmental and learning needs of children with a focus on work with kindergarten and first grade children. This is to be commended but it is important to recognize that guidance is a developmental process which complements instruction and which is essential in any total education process. Every child is entitled to a full guidance experience. This means the full development of the guidance programs in Olympia's schools must await a more adequate supply of counselors. We further note, that as instruction recognizes the need to provide unique services to children through special education, so, guidance must provide for the unique needs of some children through services of specialists in the school system and in the community. It is to be regretted that the services of the school psychologists are reserved for the children in Special Education. We noted a real interest on

the part of psychologists to have a role in the total education program. It is interesting to note that the psychologists were pleased with their contacts with the counselors. A number expressed appreciation of the fact that their work had been enhanced when a counselor had been involved. It seems appropriate to note in this report that a full team of specialists may be needed to assure a full and rich educational experience for every child. But can society afford to aim for less than this if it ever hopes to solve the multitude of problems so prevalent today?

The physical facilities in many of the schools leave much to be desired. While it is true that counseling is a matter of persons and not facilities there does remain the need eventually to determine what will constitute adequate facilities for a total program. We must note the need to give more attention to the use of play media as a means of communication which is natural to childhood. Play is the child's best approach to growth and provides opportunity for experiences which lie close to feelings. There is a need to explore the possibilities in this medium of expression.

We close this report by emphasizing the fine work which has been done this year. We also note that there is probably no school system in better gear for moving toward the more ideal guidance

program. Progress which sometimes seems to be made slowly is cumulative and in a very few years fantastic results can be apparent. Congratulations on a job well begun and best wishes for continued progress.

Anna R. Meeks, Ph. D.
Oregon State University